

ANNUAL REPORT

**THE STATUS
OF
HIGHER EDUCATION
IN
TENNESSEE**

Including

The Seventh Annual Report on Progress toward
the Goals of Tennessee Challenge 2000 for
the State's Public Higher Education Institutions

and

The Fourth Annual Report on Contributions of
the State's Independent, Regionally Accredited
Higher Education Institutions

**Tennessee Higher Education Commission
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Executive Summary

In 1989, the Tennessee Higher Education Commission established the *Tennessee Challenge 2000* annual report to demonstrate to the legislature and its constituency, the citizens of Tennessee, the commitment that the higher education community has to improved quality in higher education, its interest in fostering racial diversity and awareness, and its desire to be accountable to all the interested parties that surround and influence the course of higher education in Tennessee. Although the goals found in this document were formally established in 1989, they grew out of the legislative benchmarks for higher education developed in 1984. The *Tennessee Challenge 2000* goals were not developed in a vacuum, but mirror goals that were established by the Southern Regional Education Board among its 15 member states.

The accountability measures found in Tennessee Challenge 2000 are numerous indeed. A summary of the progress made since 1990 on specific goals contained in the report can be found on the following page. It should be noted that on virtually all of the goals originally set back in 1989, there has been steady, regular improvement. In addition, the recent inclusion of Tennessee's independent, regionally accredited institutions has added a greater dimension and relevance to the information contained in the report.

Through this and other assessment activities, e.g., performance funding, Tennessee continues to lead the way in developing usable accountability measures of higher education outcomes. The following list reflects significant accomplishments for 1996-97.

During the past seven years (1990-91 through 1996-97), the following progress and contributions have been made in Tennessee Higher Education:

Enrollment and Persistence

- ✧ Undergraduate enrollment in public institutions has increased by 10.5%.
- ✧ Undergraduate enrollment in independent institutions has grown by 6.7%.
- ✧ Over 90% of the total enrollment in public institutions are Tennessee citizens.
- ✧ Approximately 52% of the total enrollment in independent institutions are Tennessee citizens.
- ✧ Enrollment of undergraduate female students has grown by almost 15% in public institutions.
- ✧ Enrollment of African-Americans has increased to 15.6% of total public enrollment.
- ✧ Enrollment of African-American students in undergraduate programs in public institutions has risen to 16.3% and is above population levels of the state.
- ✧ Transfer rates of students who graduate from public two-year institutions into public universities have remained steady at almost 50% of graduates.
- ✧ Transfer rates of African-American students who graduate from public two-year institutions into public universities have increased to 45.4% of African-American graduates.
- ✧ Transfers from two-year public institutions to independent colleges and universities increased 18.3% between 1991-92 and 1995-96.
- ✧ Graduate and professional school enrollment in public institutions has grown by 17.5%.
- ✧ Graduate and professional school enrollment in independent institutions has grown by 26.3%.
- ✧ The percentage of students needing any remedial or developmental coursework in all public institutions continues a steady decline. This percentage was 54.2% in 1994 and 51.9% in 1996.
- ✧ The need for significant remedial or developmental coursework (that is, more than one course) by entering college freshmen in public universities has declined to 11%. That represents a decrease of 1.1% since 1994.
- ✧ Only 1.4% of entering freshmen in public universities who were recent high school graduates (freshmen 18 years of age or younger) took any remedial level coursework in Fall 1996.
- ✧ Persistence-to-graduation rates at public universities have fallen slightly to 45.4% for the 1990 cohort.
- ✧ Persistence-to-graduation rates at public universities of African-Americans have increased to 34.7%; a 6.9% increase over the 1986 cohort.
- ✧ Persistence-to-graduation rates at two-year public institutions has increased slightly to 25.9%.

- ✧ Persistence-to-graduation rates of African-Americans at two year institutions have increased to 15.3%; a 5.4% increase over the 1986 cohort.
- ✧ Persistence-to-graduation rates at independent institutions remain relatively stable at 51.5%.

Quality and Performance

- ✧ ACT COMP average scores declined slightly compared to the norm; College Base average scores continue to exceed the national norm.
- ✧ On most licensure examinations, 85% or more of test takers passed.
- ✧ Approximately 94% of accreditable programs at public universities are accredited by recognized accreditation bodies.
- ✧ All accreditable programs at public two-year institutions are accredited by recognized accreditation bodies.
- ✧ Placement rates of vocational graduates at technology centers in 1995-96 are 93%; at two-year institutions placement rates are 92%.
- ✧ Since 1992-93, expenditures on books have increased by almost 11%; over half a million volumes have been added to Tennessee public institutional library collections.

Teacher Education

- ✧ There has been a 127.8% increase in African-American graduates from teacher education programs at public institutions.
- ✧ There has been no increase in African-American graduates from teacher education programs at independent institutions.
- ✧ In 1995-96, approximately 35% of teacher education program completers were from independent institutions.
- ✧ Over 95% of teacher education completers at public and independent institutions passed the National Teacher Examination in 1995-96.

Research and Public Service

- ✧ Since 1991-92, actual research expenditures at public institutions have risen by 16.0%; public service expenditures by 46.3%.
- ✧ At independent institutions, research expenditures have risen by 20.8% since 1991-92; public service expenditures by 38.5%.

Student Assistance

- ✧ The average Tennessee Student Assistance Award at public universities was \$793; the number of awards declined to 25.7% of total awards.
- ✧ For independent institutions, the average award received was \$1,911; the number of awards increased to 16.6% of total awards.
- ✧ For the Teacher Loan/Scholarship Program, 35% of the 1995-96 recipients were enrolled at independent institutions.
- ✧ Over \$6.2 million has been spent during the past three years for students served through the Contract Education Program.

Introduction

Tennessee Challenge 2000

Responding to an Act of the General Assembly in 1989, the Tennessee Higher Education Commission developed goals for public higher education in the state for the final decade of the 20th century. The Commission determined that an annual report, titled *Tennessee Challenge 2000*, would be made to the Legislature of progress toward those goals. In the Second Session of the 97th General Assembly, an act was passed (Public Chapter 739) which expanded the *Tennessee Challenge 2000* report. Incorporated in this publication is the seventh annual report on progress toward the goals of *Tennessee Challenge 2000*.

Report on the Contributions of Independent Higher Education

In 1993, an Act of the General Assembly directed the Commission to produce a triennial study of Tennessee's independent degree-granting colleges and universities which are accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. The purpose of the study is to provide information to the Tennessee Higher Education Commission to assist it in incorporating the contributions of these independent higher education institutions into its statewide Master Planning efforts.

A Combined Report

After evaluation of the Act, and after discussions with representatives of the Tennessee Independent Colleges and Universities, Commission staff determined that the results of the study could be most effectively incorporated into the annual *Tennessee Challenge 2000* report. Commission staff have recommended that, although the studies will focus on a three-year cycle of research and assessment, the results should be reported annually. This will allow a continuous and uninterrupted flow of information to the Legislature, Administration, and public of the State of Tennessee concerning the accomplishments of both of these components of higher education in the state. In future reports, information relating to other sectors of postsecondary education in the state will be incorporated into the annual report.

It should be noted that data for public institutions referred to in these reports are drawn from the state's higher education data system and is carefully edited and audited. Financial data are drawn from records of the Commission and the Department of Finance and Administration. Information for independent colleges comes from several sources, including the Tennessee Independent Colleges and Universities and surveys of self-reported data. Other information is drawn from IPEDS (Integrated Postsecondary Education Data Systems) information collected by the U.S. Department of Education.

Goal A: By the year 2000, Tennessee will be among the leading Southern states in providing college education to its citizens.

Benchmarks:

- 1. By the year 2000, the combined headcount undergraduate enrollment of public higher education institutions in Tennessee will be over 206,000 students.**

Figure 1: Undergraduate Enrollment

	1990	1991	1992	1993	1994	1995	1996	% Change 1990-96
Public	154,959	163,882	170,409	171,170	168,366	169,745	171,244	10.51%
Independent	37,518	38,308	38,250	38,979	39,744	40,077	40,047	6.74%
Total	192,477	202,190	208,659	210,149	208,110	209,822	211,291	9.77%

Figure 1 presents the overall trend of undergraduate enrollment in public and independent higher education in Tennessee since 1990. These data do not include Tennessee Technology Centers enrollment which is addressed in another section of this report. Undergraduate enrollment since 1990 has increased over 10.5% at public institutions and over 6.7% at independent institutions.

Figure 2: Enrollment of Tennessee Students

	1990	1991	1992	1993	1994	1995	1996	% Change 1990-96
Public	157,015	165,501	172,316	174,316	172,035	174,099	175,540	11.80%
Independent	22,340	22,764	22,643	23,613	23,936	24,214	25,536	14.31%
Total	179,355	188,265	194,959	197,929	195,971	198,313	201,076	12.11%

Figure 2 reveals the distribution of Tennessee students between public and independent institutions in the state. These figures include graduate and undergraduate enrollments. The percentage of Tennesseans enrolled in public institutions increased from 87.5% in Fall 1990 to 90.4% in Fall 1996. Of 48,804 students enrolled in independent institutions in Fall 1996, 25,536 (52.3%) were Tennessee residents. The percentage of Tennesseans enrolled in independent institutions has remained relatively stable. Of 194,114 students enrolled in public institutions in Fall 1996, 175,540 (90%) were Tennessee residents. This percentage has also remained relatively stable.

Figure 3: Undergraduate Enrollment by Institution Type

Type	% of							% of		% Change 1990-96
	1990	Total	1991	1992	1993	1994	1995	1996	Total	
Public Universities	90,492	47.01%	92,567	94,262	93,749	91,784	92,528	92,614	43.83%	2.34%
Public Two-Year	64,467	33.49%	71,315	76,147	77,421	76,582	77,217	78,630	37.22%	21.97%
Independent	37,518	19.49%	38,308	38,250	38,979	39,744	40,077	40,047	18.95%	6.74%
Total	192,477		202,190	208,659	210,149	208,110	209,822	211,291		9.77%

Figure 3 depicts the shift in enrollment between public universities and two-year institutions which has occurred since 1990. Enrollment at public two-year institutions has increased almost 22% while enrollment at public universities has only increased slightly. Independent institutions accounted for about 19% of the total undergraduate enrollment in fall 1996.

Figure 4: Undergraduate Enrollment by Gender for Public Institutions

Gender	1990	% of Total	1991	1992	1993	1994	1995	1996	% of Total	% Change 1990-96
Female	84,945	55%	90,588	95,505	96,150	95,461	96,482	97,552	57%	14.84%
Male	70,014	45%	73,294	74,904	75,020	72,905	73,263	73,692	43%	5.25%

Following a national trend, the rate of enrollment of female undergraduates in public institutions has increased at a faster rate than that of male students. This trend is seen in Figure 4. Female enrollment since 1990 has increased almost three times the rate of male student enrollment. In 1996, enrollment of female students has increased to 57% of the students in Tennessee public higher education institutions. The enrollment of male undergraduate students has increased only 5% since 1990.

Figure 5: Total Enrollment by Gender for Independent Institutions

Gender	1990*	% of Total	1991	1992	1993	1994	1995	1996	% of Total	% Change 1990-96
Female	24,308	55%	24,508	24,714	25,148	26,207	26,740	27,028	55%	11.12%
Male	20,146	45%	20,725	20,488	21,244	21,520	21,875	21,776	45%	8.09%

* An institution did not report gender data in this year, % of total based on available gender data.

The same phenomenon has not been reflected in Tennessee's independent colleges. Increases in total enrollment of male and female students have been very similar between 1990 and 1996 as shown in Figure 5.

A complete listing of enrollments in Tennessee public and independent higher education institutions in Fall 1996 can be found in Appendix A. A table depicting the trend in enrollments from 1990 to 1996 may be found in Appendix B.

2. By the year 2000, 50% of recent high school graduates will enroll in public higher education institutions in Tennessee.

One important means of improving the level of education of Tennessee's citizens is to encourage more high school graduates to attend college. Figure 6 indicates trends over the past three years in the enrollment of recent high school graduates.

The statistics found in Figure 6 are derived through indirect statistical methods. The figures are rough estimates since we do not yet have an exact means of tracing Tennessee high school graduates into college enrollment. Instead, the number of Tennessee residents under the age of 19 is compared with the previous year's number of high school graduates at public institutions. At independent institutions, the number of first-time, full-time freshmen that are Tennessee residents are also compared to the previous year's high school graduates. The number of high school graduates does not include graduates of independent secondary schools and makes no adjustment for those students who enroll in out-of-state institutions. It is projected that, toward the end of the decade, administrative tracking systems being developed by the Tennessee Department of Education will allow improved linkage with the Enrollment Reporting System of the Tennessee Higher Education Commission. Estimates in past years by the Department of Education suggest that around half of Tennessee's high school graduates enroll in a college

in the fall term following their graduation. Tennessee Higher Education Commission staff estimate that 5% to 10% of these students enroll in out-of-state institutions. It is not known how many others enroll in any college in later years. This number is not inconsiderable since today's high school graduates may work for several years before pursuing further education.

While the percentages in Figure 6 are only estimates, they are adequate to establish a trend. It is estimated that almost 43% of 1995-96 Tennessee high school graduates matriculate at public institutions and about 9% go on to attend independent institutions in the state. The percentage of high school graduates who attend a Tennessee higher education institution has increased to almost 52% of recent high school graduates.

Figure 6: Enrollment of Recent H.S. Graduates in Tennessee Colleges & Universities

	Fall 1992		Fall 1993		Fall 1994		Fall 1995		Fall 1996	
	1992	% Enroll	1993	% Enroll	1994	% Enroll	1995	% Enroll	1996	% Enroll
H. S. Graduates	42,678		42,003		42,334		43,308		43,889	
Public *	17,507	41.02%	17,413	41.46%	17,181	40.58%	18,337	42.34%	18,768	42.76%
Independent **	3,667	8.59%	3,957	9.42%	3,791	8.95%	4,162	9.61%	4,039	9.20%
Total	21,174	49.61%	21,370	50.88%	20,972	49.53%	22,499	51.95%	22,807	51.97%

* First-time freshmen with a Tennessee permanent address who are age 19 or younger enrolled in fall semester.

** All first-time, full-time freshmen with a Tennessee permanent address enrolled in fall semester.

- 3. By the year 2000, graduate and professional enrollment in public universities will be adequate to meet the human resource needs of business, industry, government, education, and research in Tennessee.**

Figure 7: Graduate & Professional School Enrollment

	1990	1991	1992	1993	1994	1995	1996	% Change 1990-96
Public	19,457	19,936	20,983	22,172	22,472	22,514	22,870	17.54%
Independent	6,936	6,925	7,108	7,413	7,979	8,547	8,757	26.25%

Graduate and professional school enrollment in Tennessee's public institutions, as shown in Figure 7, has increased by more than 17% since 1990. Graduate and professional school enrollment has grown by 26.3% at independent colleges and universities. Over 27% of Tennessee's graduate and professional school enrollment is at independent institutions. Appendix C of this report gives a listing by academic area of enrollments in public graduate and professional schools.

- 4. By the year 2000, headcount enrollment in the technology centers will reach 24,000¹ students per year.**

¹ In the original *Tennessee Challenge 2000 goals*, the figure of 24,000 was projected as the average enrollment over four quarters. A more accurate gauge of technology center enrollment has been developed, a total unduplicated headcount of an entire year's enrollment. Based on this change, the goal has been changed to 35,000 students by the year 2000.

As revealed in Figure 8, both headcount and FTE enrollments in Tennessee Technology Centers have continued to decline. This decline in

Figure 8: Technology Center Enrollment

	1991-92	1992-93	1993-94	1994-95	1995-96	% Change 1992-96
Headcount	30,930	30,970	29,668	29,215	28,699	-7.21%
FTE	5,929	5,676	5,506	5,259	5,161	-12.95%

enrollment continues to be of concern to the Commission since the programs offered in the technology centers provide critical skills to Tennessee citizens and these skills will prove vital to the economic viability of the state as it moves into the next decade. This declining enrollment trend can be partially explained by an improved economy. As the economy improves, total enrollment tends to decline as students are attracted back into the job market. One would expect that the proposed improvements in facilities and equipment for the technology centers should increase their ability to attract students.

- By the year 2000, enrollment of students over the age of 25 in public universities and colleges in Tennessee will increase to 50%.**

Figure 9: Undergraduate Enrollment by Age Group for Public Institutions

Age Group	1990	% of Total	1991	1992	1993	1994	1995	1996	% of Total	% Change 1990-96
Under 25	98,357	63.47%	102,695	105,148	110,450	103,305	103,559	105,739	61.75%	7.51%
25 to 30	22,837	14.74%	24,615	26,045	23,313	25,849	26,442	27,358	15.98%	19.80%
31 to 45	28,280	18.25%	30,733	32,697	31,526	32,032	31,636	30,248	17.66%	6.96%
Over 45	5,482	3.54%	5,837	6,519	5,881	7,165	8,108	7,876	4.60%	43.67%

Enrollment patterns in the various age groups fluctuate from year to year. Currently, approximately 38% of college students are 25 years of age and older. These enrollment patterns are controlled by various factors, not the least of which is economic climate. In times of recession, citizens in the 20 to 30 year age group are most often affected by fluctuations in employment opportunities. When the economy moves out of a recessionary period, it is this group which first returns to the work force. The new strategic master plan for Tennessee higher education, *Higher Education Uniting to Serve Tennesseans*, has a number of specific goals related to improvements in partnerships with business and industry to better serve adult students and the goal of lifelong learning. Figure 9 depicts enrollment trends in four age groups from 1990 through 1996. Of particular interest is the increase in the participation of students aged 25 to 45 at public institutions since 1990.

Figure 10: Enrollment by Age for Independent Institutions

Age Group	1993	% of Total	1994	% of Total	1995	% of Total	1996	% of Total
Under 26	31,689	68.31%	35,872	75.16%	36,239	74.57%	36,383	74.55%
26 to 29	3,297	7.11%	3,600	7.54%	3,801	7.82%	4,128	8.45%
30 to 45	5,189	11.19%	6,328	13.26%	6,401	13.17%	6,051	12.40%
46 and over	1,547	3.33%	1,598	3.35%	1,599	3.29%	1,463	3.00%
Not Reported	4,670	10.07%	329	0.69%	557	1.15%	779	1.60%

Enrollment patterns for independent colleges tend to give slightly more emphasis to traditional college-age (18 to 25) groups. Approximately 75% of enrollment in independent colleges and universities in the state is under the age of 26. Figure 10 shows enrollment by age group in independent institutions since Fall 1993. Due to the large number of not

reported responses in 1993, caution should be used in comparing percentages from 1993 to subsequent years.

6. By the year 2000, public universities in Tennessee will graduate at least 51% of students within six years of enrollment.

Benchmark 6 and 7 both address persistence-to-graduation data and the reports on both are combined following Benchmark 7.

7. By the year 2000, two-year institutions in Tennessee will graduate at least 25%² of students within three years of enrollment.

Commission staff have done considerable research into methods of calculating persistence-to-graduation statistics for Tennessee's public institutions. In developing the statistics for this part of the report, a cohort is identified as all students enrolling as first-time, full-time, degree-seeking students in a particular fall term (this cohort also includes a small number of first-time, full-time freshmen who were enrolled in the previous summer term and returned in the fall). Graduation records for all state institutions are compared with the cohort for a six-year period. Any record of a successful completion is found and credited to the institutions which initially enrolled that student. Some examples: A student enrolling at a university or two-year institution who completes a degree at that institution is counted as a successful completion. A student enrolling at a two-year institution who transfers to a university and later receives a degree there is counted as a successful completion.

Formerly, calculation of persistence-to-graduation statistics for two-year institutions were traced only for a three-year period. This three year span is reasonable for students who enter college relatively well prepared and who are able to attend full time. However, most students in Tennessee public two-year institutions are employed and only able to attend college on a part-time basis. Over 70% of students who ultimately graduate from such schools begin as part-time students. In addition, increased admissions requirements at universities and open-door admissions policies at two-year institutions have resulted in more students enrolling at two-year institutions who need moderate or extensive remedial or developmental coursework to prepare them for college-level work. Because of these factors, the methodology of calculating two-year college completion rates has been altered to allow for tracking students over six years after initial matriculation. It must be recognized that completion statistics are, at best, estimates of the actual rates. Large numbers of students are not included in the cohort which is traced to completion. Those ignored by current calculations include any student who first enrolls as a part-time student or any student who begins at an independent institution or an out-of-state institution and who transfers to a Tennessee public institution.

² Due to the change in methodology of calculating two-year college completion rates, explained in the body of the report, this goal has been reset to 35% of students within six years of enrollment.

Figure 11 depicts completion statistics for public universities and two-year institutions for the past four cohorts and the most recent statistics for independent institutions. Public universities experienced a slight decline in the cohort persistence rate, but this rate is still 2.5% greater than the 1986 cohort. For public two year institutions, there was a slight increase in cohort persistence rate. Great care must be taken in interpreting graduation statistics. It has been suggested that the reverse of these statistics can be regarded as a “drop-out” rate. That is not the case since graduation statistics are very limited in that they trace a particular cohort of students (full-time, first-time, degree-seeking) and trace them to completion. The statistics do not reflect other successful completions and/or transfers. Completion rates for independent institutions, as shown in Figure 11, are virtually the same as in previous years, and compare favorably with national averages for such institutions. Much research has been done on factors which affect persistence-to-graduation rates. Among the most important factors are selectivity of admissions criteria, residence status of students, accessibility of faculty by students, and increased involvement of students in campus activities. Figure 12 shows completion rates at the state’s technology centers. There has been a steady increase in their persistence rates since 1991-92. Appendix D presents detailed information by race for public universities and community colleges.

Figure 11: Persistence to Graduation (Percent)

	1986-92	1987-93	1988-94	1989-95	1990-96
Public Universities	42.92%	43.28%	44.53%	46.06%	45.42%
Public Two-Year Institutions	25.21%	26.87%	26.34%	25.34%	25.86%
Independent Institutions	--	52.30%	51.30%	51.65%	51.46%

Figure 12 shows completion rates at the state’s technology centers. There has been a steady increase in their persistence rates since 1991-92. Appendix D presents detailed information by race for public universities and community colleges.

Figure 12: Persistence at Technology Centers

	1991-92	1992-93	1993-94	1994-95	1995-96
Number	4,930	4,798	4,751	4,793	4,527
Percent	52%	54%	55%	58%	59%

Much research has been done to determine factors which influence graduation rates and one which seems to bear very strongly on these rates is an institution’s ability to retain students from their initial enrollment as freshmen into their sophomore year. Most students who fail to graduate drop-out during the first year of college. Some of these students will return at a later date and these students are often successful at that stage. Figure 13 tracks student retention in Tennessee by identifying all full-time, first-time freshmen in Fall 1995 and identifying how many of that cohort were still enrolled in college in Fall 1996. Almost three quarters of the students in the initial cohort (first-time, full-time, degree-seeking) are enrolled at a public institution one year later.

Figure 13: Retention from Freshman to Sophomore Year

	Freshmen Fall '95	Return Fall '96	Percentage
Public Universities	13,681	10,929	79.88%
Public Two-Year	8,572	5,311	61.96%
Totals	22,253	16,240	72.98%

Figure 14 presents the numbers of graduates in public and independent colleges in the state for 1995-96. Appendices E, F, and G give detailed listing of awards by discipline area in

Figure 14: Degrees and Other Awards from Tennessee Institutions, 1995-96

	Certif.	Assoc.	Bach.	Prof.	Mast.	Ed.S.	Doct.	Total
Public Universities	71	473	13,641	691	4,296	121	492	19,785
Public Two Year	1,061	5,370	--	--	--	--	--	6,431
Public Total	1,132	5,843	13,641	691	4,296	121	492	26,216
Independent	--	495	7,210	684	2,001	--	223	10,613
Total	1,132	6,338	20,851	1,375	6,297	121	715	36,829

state universities, two-year institutions, and technology centers. The data for independent institutions was compiled from the IPEDS Completions survey. It is important to note that independent colleges and universities in the state produce a number of professional degrees. These awards include professional degrees in Theology which are not available at public institutions. Independent institutions accounted for almost 8% of associate degrees, 35% of bachelors degrees, 50% of professional degrees, 32% of masters degrees, 31% of doctoral degrees and 29% of all degrees awarded in 1995-96.

- 8. By the year 2000, 75% of students completing university parallel degree programs at public community colleges will enroll in baccalaureate degree programs at state universities.**

Figure 15: Transfers of Community College University Parallel Majors

	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96
Prior Year Graduates	1,087	1,346	1,440	1,616	1,817	1,868
Fall Transfers	506	679	710	776	893	918
Transfer Rate	46.55%	50.5%	49.3%	48.0%	49.1%	49.1%

Figure 15 shows the rate of immediate transfer of community college graduates into the state universities since 1990-91. The state's twelve community colleges offer Associate of Arts and Associate of Science degrees which are intended to prepare students for transfer into university level study. These are called university parallel programs. The tracking method currently in use to measure the success of these programs follows all two-year college graduates and identifies those who enroll at a state university during the fall term following their graduation. It must be recognized that a percentage of students in university parallel programs do not immediately enroll at a university following their graduation from a two-year college. Another complicating factor is that some students who graduate from applied science degree programs may decide after graduation that they wish to pursue a baccalaureate degree program. Another fact to be considered is that some students transfer without completing the two-year college program and receiving an associate degree. As shown in Figure 15, there has been 2.6% increase in the transfer rate of students who took advantage of the university parallel program since 1990.

Figure 16: Transfers to Public Universities

	Fall 1990	Fall 1991	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996	% Change 1990-96
From Public 2-year Institutions	2,406	2,627	3,074	3,463	3,390	3,597	3,598	49.54%
From other Public Universities	1,303	1,346	1,296	1,361	1,302	1,746	1,192	-8.52%
From Independent Institutions	957	815	984	776	766	768	724	-24.35%
From Out-of-State Institutions	3,249	3,807	3,486	3,648	3,729	3,383	3,695	13.73%
Totals	7,915	8,595	8,840	9,248	9,187	9,494	9,209	

The present generation of college students is far more mobile than were previous generations. It is not unusual for a student to attend two or more institutions before receiving a degree. The pattern of transfers is often pictured as occurring in only one direction, from two-year institutions to universities. However, it is increasingly common for students to transfer from a university to a two-year institution, often transferring back to the originating university or another institution at a later date. There are also other patterns of transfer involving transfers between universities, transfers between two-year institutions, transfers between public and independent colleges, and out-of-state transfers. In any given fall term, between 10% and 15% of students who enroll in a Tennessee public institution were enrolled in another institution the previous year. Figure 16 shows the patterns of transfers to the state's public universities. In 1996, 10% of the total undergraduate enrollment at public universities were transfer students. There has been almost a 50% increase in transfers from public two year institutions and a 24% decrease in transfers from Tennessee independent institutions since Fall 1990.

Figure 17: Transfers to Public Two-Year Institutions

	Fall 1990	Fall 1991	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996	% Change 1990-96
From Public Universities	2,203	2,282	2,286	2,780	2,473	2,166	2,146	-2.59%
From other 2-year institutions	931	1,003	930	1,207	1,151	1,315	1,364	46.51%
From Independent Institutions	693	690	661	769	723	648	643	-7.22%
From Out-of-State Institutions	2,127	2,202	2,346	2,830	2,432	2,526	2,478	16.50%

Figure 17 shows the patterns of transfers to public two-year institutions. Transfer students make up 8.4% of total enrollment. It is also significant that, in relation to total enrollment, almost as many students transfer from a university to a two-year institution as from a two-year institution to a university. Both types of institutions accept a number of out-of-state transfer students each year. In all public institutions, out-of-state transfer students make up just over 8% of the total enrollment. There has been over a 46% increase in transfers among public two year institutions and over a 16% increase in transfers from out-of-state institutions to public two year institutions since Fall 1990.

Figure 18: Transfers Between Independent and Public Two-Year Institutions

	1991-92	1992-93	1993-94	1994-95	1995-96	% Change 1991-96
From Independent to 2-year	661	769	723	648	643	-2.72%
From 2-year to Independent	1,242	1,360	1,355	1,391	1,470	18.36%

There is also considerable transfer activity between the independent sector and public two-year institutions. Figure 18 shows that activity since 1991-92. In this period, transfers from two-year public institutions to independent institutions increased 18.36%. Transfers from independent to two-year public institutions decreased during the same time period. Appendices H and I provide more detailed information on the transfer activity for Fall 1996.

- 9. By the year 2000, the racial composition of enrollments in public higher education institutions will be sufficient to ensure that all Tennesseans, regardless of race, will have access to higher education.**

Figure 19: Undergraduate Enrollment by Race for Public Institutions

Race	1990	% of Total	1991	1992	1993	1994	1995	1996	% of Total	% Change 1990-96
Black	21,881	14.12%	24,280	25,936	26,498	26,646	26,887	27,884	16.28%	27.43%
White	129,400	83.51%	135,536	139,884	139,873	136,779	136,264	137,313	80.19%	6.12%
Other*	3,678	2.37%	4,066	4,588	4,799	4,941	6,594	6,047	3.53%	64.41%

* Includes Asian, American Indian, Alaskan Native, Hispanic, and students who did not report a race.

Enrollment of African-Americans in public institutions continues to increase. In 1996, there were 27,884 African-Americans enrolled as undergraduates and 2,324 enrolled as graduate or professional students. Figure 19 shows the undergraduate enrollment patterns by race since 1990. It can be seen that the percentage of African-American undergraduate students has risen from 14.1% in 1990 to 16.3% in Fall 1996. During that same period, the enrollment of White students has declined from 83.5% in 1990 to 80.2% in 1996.

Figure 20: Graduate & Professional School Enrollment by Race for Public Institutions

Race	1990	% of Total	1991	1992	1993	1994	1995	1996	% of Total	% Change 1990-96
Black	1,560	8.02%	1,589	1,751	1,926	2,117	2,197	2,324	10.16%	48.97%
White	16,460	84.60%	16,734	17,556	18,442	18,571	18,499	18,734	81.92%	13.82%
Other	1,437	7.39%	1,613	1,676	1,804	1,784	1,818	1,812	7.92%	26.10%

* Includes Asian, American Indian, Alaskan Native, Hispanic, and students who did not report a race.

Figure 20 indicates the growth in graduate and professional school enrollment since 1990 by race at public institutions. Enrollment of African-American students in these schools has increased from 8.0% in 1990 to 10.2% in 1996. Enrollment of White students has declined slightly, from 84.6% in 1990 to 81.9% in 1996. Other race enrollment (primarily Asian and Hispanic) has remained relatively steady at public institutions; less than 4% of undergraduate and around 8% of graduate and professional enrollment. Appendix J contains an analysis of African-American enrollment in public institutions since 1990.

Figure 21: Total Enrollment by Race for Independent Institutions

Race	1990	% of Total	1991	1992	1993	1994	1995	1996	% of Total	% Change 1990-96
Black	6,668	14.89%	6,607	6,507	6,736	6,701	6,434	6,181	12.67%	-7.30%
White	35,120	78.40%	35,663	35,398	36,163	36,959	37,630	37,982	77.82%	8.15%
Other*	3,007	6.71%	2,945	3,297	3,493	4,067	4,533	4,641	9.5%	54.34%

* Includes Asian, American Indian, Hispanic, foreign-born and students who did not report a race.

Enrollment of African-American students in the independent sector is comparable to that of public institutions. Almost 13% of total Fall 1996 enrollment in independent institutions is African-American. A fairly high proportion of that enrollment is in five historically Black institutions. Figure 21 shows a history of enrollment by race in independent institutions since Fall 1990.

Enrollment of African-American students in the technology centers, as shown in Figure 22, has declined slightly in 1996. There has been an overall decrease in enrollment in these institutions of over 7% since 1992, and African-American enrollment has declined almost 2% during that same period.

Figure 22: Technology Center Enrollment by Race

	1992	1993	1994	1995	1996	% Change 1992-1996
Black	3,155	3,139	3,091	3,231	3,104	-1.62%
White	27,448	27,446	26,154	25,564	25,160	-8.34%
Other	327	385	423	420	435	33.03%

10. By the year 2000, rates of persistence to graduation will be the same for Blacks as for other racial groups.

The change in methodology for calculating persistence statistics (as detailed under Goal A, Benchmarks 6 and 7) has revealed an increase in persistence rates for African-American

Figure 23: Persistence to Graduation by Race (Public Institutions)

		1986-92	1987-93	1988-94	1989-95	1990-96	% Change
Universities	Black	27.80%	30.47%	31.42%	31.97%	34.68%	6.88%
	White	45.96%	45.61%	47.39%	48.99%	47.61%	1.65%
		1986-92	1987-93	1988-94	1989-95	1990-96	% Change
Two Year	Black	9.96%	13.22%	13.74%	12.90%	15.34%	5.38%
	White	29.00%	30.00%	29.09%	28.08%	27.43%	-1.57%

students at the universities and two-year college levels. Figure 23 shows the persistence rates for different cohorts starting with 1986. The university persistence rate for African-American students has increased 6.9% since the 1986 cohort. At two year institutions, there was a 5.4% increase in African-American students persistence to graduation. It is important to note that the persistence rate of African-American students has grown at more than three times the rate of White persistence to graduation. White student persistence has remained relatively constant since the 1986 cohort.

Goal B: By the year 2000, Tennessee will be a national leader in improving the quality of instructional programs and demonstrating this improvement through statewide and institutional assessment.

Benchmarks:

- 1. By the year 2000, the average ACT COMP scores of graduates of Tennessee's public universities will average 188.5.**

Figure 24: General Education Outcomes Averages

		1990-92	1993	1994	1995	1996
ACT COMP	Tennessee	182.2	181.8	183.1	181.6	180.8
	Norm Group	183.1	180.1	180.1	180.1	181.9
COLLEGE BASE	Tennessee	--	306.4	308.0	310.3	309.4
	Norm Group	--	304.7	300.0	304.0	306.0

Figure 24 is a chart that shows the general education outcome scores. ACT COMP (American College Testing College Outcomes Measures Program) and College Base scores from 1990 to 1996 for public universities. The 1992-93 academic year was the beginning of a new cycle of Performance Funding. As a part of the revised standards for Performance Funding, institutions were allowed to choose whether they would continue to use the ACT COMP as a measure of general education outcomes or would change to either of two other nationally standardized tests. Approximately half of the universities and half of the two-year institutions chose to continue the ACT COMP and the others chose to use the College Base test that is published by Riverside Publishing Company. The most important fact to be gleaned from the chart is that, after two years in which Tennessee graduates slipped slightly below national norms on the ACT COMP, they are again above the national norm. What appears to be a drop in the national norm in 1993 is actually a result of the shifting norm group with which Tennessee is compared. It appears that a similar shift in normative data occurred in the College Base for 1994. Several of the institutions that chose to use the College Base Examination were among those with the highest admission standards. This reduced the norm group scores for the state for those institutions who chose to remain with the ACT COMP Examination. Appendix K provides scores for each institution on the ACT COMP or College Base since 1993. In 1996, there was a slight decline in the ACT COMP scores as well as an increase in the norm group. For the College Base examinations, Tennessee institutions continue to be above the norm group.

Additional reports that are related to this goal are presented in the appendices. They are:

Appendix L - A report of the percentages of students accepted into institutions from those who applied for admission and percentages of students enrolling who were regularly admitted as well as those admitted under alternative methods. In Fall 1996, Tennessee's public universities accepted a slightly higher percentage of students from those who applied for admission than they did in 1995. In Fall 1995, 24,939 (69.5%) were accepted from the 35,873 who applied. In Fall 1996, 25,645 (71.1%) were accepted from the 36,073 who applied for admission. Alternative admissions were slightly lower compared to 1995. In Fall 1995, 1,420 students (5.7%) were accepted through alternative means. In Fall 1996, 1,170 (4.6%) were accepted through this method.

Appendix M - Average entering ACT scores for each institution. These scores are taken from ACT reports and reflect the average entering score for all students who took the ACT Examination and who were accepted by the institution in Fall 1996.

Appendix N - Numbers and percentages of students enrolled in remedial and developmental courses. Reports on remedial and developmental coursework can sometimes be subject to misinterpretation since they do not separate the student who merely needs one course, perhaps a writing course or a refresher math course, from the student who needs significant course work in order to be fully ready to begin college work. In the three rightmost columns of Appendix N an attempt is made to look only at students who need significant help; that is, who are taking more than one remedial or developmental course. Other columns in Appendix N also contain relevant information. The total number of students enrolled in remedial or development coursework from 1994 through 1996 are found in the fifth, sixth, and seventh columns of the chart. In all institutions, the total percentage of students enrolled in any amount of remedial or developmental coursework has declined from 54.2% in 1994 to 51.9% in 1996.

Appendix O shows the need for remedial or developmental coursework of students 18 years of age or younger. These are students who graduated only three months before matriculation into college. Figure 25 is a summary of data in Appendix O. It should be

Figure 25: Need for Remedial or Developmental Coursework of 1996 High School Graduates

	Taking No R&D	Taking Only Developmental	Taking Only Remedial	Taking Mix of R&D
Universities	73.41%	22.91%	1.35%	2.33%
Two-Year Institutions	35.84%	39.49%	5.94%	18.73%
All Levels	60.56%	28.58%	2.92%	7.94%

noted that 73.4% of these students who entered the public universities needed no remedial or developmental coursework. In all institutions, less than 3 percent of students were taking only remedial coursework, 28.6% taking only developmental coursework and 7.9% taking a mix of remedial/developmental courses.

- 2. By the year 2000, passing rates on professional licensure examinations of graduates of Tennessee's public higher education professional schools will remain above national levels.**

Figure 26 includes national licensure examination pass rates for 1994 through 1996 at public universities. The percentages shown in this figure are weighted averages of the information found in Appendix P. It should be noted that the cut-off scores for these examinations can change over time as well as the test content and/or structure which makes comparisons across years difficult. In most cases, at least 85% of test takers passed these national examinations.

Figure 26: National Licensure Examinations Pass Rates

Test	1994		1995		1996	
	Number	Percent	Number	Percent	Number	Percent
Medical Technology	26	88.4%	34	87.9%	27	96.1%
Dental Hygiene	47	100.0%	59	96.8%	46	95.5%
Engineering	583	65.7%	610	66.9%	496	70.0%
Nursing	533	91.5%	647	90.9%	516	91.8%
Law	215	88.3%	238	84.8%	262	85.8%
Dentistry	62	93.1%	77	95.4%	64	95.3%
Pharmacy	74	100.0%	65	100.0%	65	98.5%
Physical Therapy	177	100.0%	89	98.9%	82	88.7%
Medical, Step I	222	86.0%	213	92.0%	219	93.1%
Medical, Step II	203	91.6%	203	92.9%	208	92.9%
Medical, Step III	153	91.0%	138	97.1%	177	92.8%

Passing these exams is required for practicing in these professions. National norms for many of these tests are no longer being published.

- 3. By the year 2000, 75% of students completing university parallel degree programs at public community colleges in Tennessee will enroll in baccalaureate degree programs at state universities.** (See Goal A, Benchmark 8 for data concerning transfer rates.)

4. **By the year 2000, rates of transfer from public community colleges to state universities in Tennessee will be the same for Blacks as for other racial groups.**

Figure 27 reveals transfer rates for African-American students who took advantage of the university parallel program and total transfer rates for this program. In 1990-91, only 26 African-American graduates of two-year institutions' university parallel programs transferred to universities. These 26 students represented only 29% of two-year college graduates who subsequently transferred. In 1996, 104 students representing 45.4% of African-American graduates transferred from university parallel programs.

Figure 27: Transfer Rates by Race-University Parallel Majors-Community Colleges

	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96
Black						
Graduates	90	120	137	161	193	229
Fall Transfers	26	56	65	56	81	104
Transfer Rate	28.89%	46.67%	47.45%	34.78%	41.97%	45.41%
Total						
Graduates	1,087	1,346	1,440	1,616	1,817	1,868
Fall Transfers	506	679	710	776	893	918
Transfer Rate	46.55%	50.45%	49.30%	48.02%	49.15%	49.14%

5. **By the year 2000, a Superior Teaching Program will be fully funded and implemented across the state.**

Funding for the first phase of the Superior Teaching Program, statewide awards for college and university teachers, has not yet been made available.

6. **By the year 2000, cumulative collections of materials in libraries at Tennessee public institutions will be current and these libraries will be able to provide ready access to materials necessary to support their instructional and research needs.**

Figure 28: Expenditures on Books

	1992-93	1993-94	1994-95	1995-96	% Change 1992-1995
Volumes Added	159,849	147,047	143,057	163,020	19.84%
Expenditures on Books (X 1000)	\$7,077	\$6,863	\$8,108	\$7,584	10.98%

A very important indicator of an institution's commitment to currency in its library collection is the number of volumes purchased in a given year. Figure 28 compares the number of volumes added to collections in 1992-93 with those added during the past years in all public colleges and universities in the state. Volumes added have increased almost 20% since 1992-93 and expenditures on books have increased about 11%.

Other Benchmarks of Quality

One important area is the accreditation of academic and professional programs. Figure 29 reports the status of accreditation of specialized programs in public institutions. Appendices Q and R list accreditation by discipline for all public higher education institutions. All specialized programs at two year institutions are accredited; 94% of these programs are accredited at public universities.

Figure 29: Accreditation

	Accreditabl e	Accredite d	% Accredited
Universities	371	349	94.07%
Two-Year Institutions	78	78	100.00%

Figure 30 reports the percentage of courses taught by various faculty for 1995-96. Faculty teach most of the courses in the UT system with 86.2% of courses taught by full-time or part-time faculty. At TBR universities, 84.3% of courses are taught by full-time or part-time faculty. A report by institution can be found in Appendix W for all public universities and community colleges.

Figure 30: Percent of Courses Taught by Various Faculty

	Full-Time Faculty	Part-Time Faculty	Graduate Assistants
TBR Universities	60.4%	23.9%	10.3%
UT System	67.2%	19.0%	9.6%
Two Year Institutions	57.3%	38.1%	---

Job placement rates for vocational programs at Tennessee's two-year colleges and technology centers may be found in Appendix S. Two year institutions had a 92% placement rate for 1995-96. Technology Centers had a 93% placement rate for 1995-96.

Legislation requires that this report present the numbers of students enrolled at correctional institutions. In Fall 1996, there were 81 students enrolled at sites identified as correctional institutions. This number represents less than one-half of one percent of the total enrollment. It cannot be said with assurance that all these students are inmates since guards and other correctional employees may also enroll in these courses.

Appendix T contains the results of the alumni survey by category. Each category is composed of a number of survey questions covering six areas: satisfaction, involvement, personal development, learning, instruction and advising in the major, and the curriculum in the major. These results show the average score, the difference between the average scores of 1991-92 graduates and 1993-94 graduates, and the university and two year norms for each category. This data is reported every other year. The norm score in each category was higher for 1993-94 graduates than 1991-92 graduates, except for the curriculum in the major category at two year institutions.

Goal C: By the year 2000, Tennessee's colleges and universities will be among the nation's leading institutions in preparing graduates with the knowledge and skills essential for effective teaching.

Benchmarks:

- 1. By the year 2000, 1,800 individuals will complete teacher education programs in Tennessee public universities each year. Of that number, 396 (22%) will be Black.**

Figure 31: Teacher Education Completers

		1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	% Change 1990-96
Public	Total	1,379	1,799	1,571	1,448	1,356	1,571	13.92%
	Black	54	61	78	79	79	123	127.78%
Independent	Total	883	891	846	746	816	861	-2.49%
	Black	37	43	36	39	48	37	0.00%
Total	Total	2,262	2,690	2,417	2,194	2,172	2,432	7.52%
	Black	91	104	114	118	127	160	75.82%

Figure 31 is a report on teacher education completers since 1990-91. This table does not include persons seeking graduate degrees but does include all baccalaureate program completers and those completing teacher education requirements who already possess a degree. At public institutions, there has been a 13.9% increase in the number of completers compared to 1990-91. African-American completers has increased substantially since 1990-91 at public institutions, with over a 50% increase between 1994-95 and 1995-96. At independent institutions, there has been a slight decline in the number of completers and no change in African-American completions. Approximately 35% of teacher education program completers were from independent institutions.

- 2. By the year 2000, 95% of teacher education graduates in Tennessee's public universities will pass the NTE or an equivalent examination.**

Figure 32 NTE Pass Rate

		1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96
Public	No. Passed	1,640	1,486	1,668	1,676	1,608	1,521	1,727
	% Passing	96.59%	94.68%	87.61%	91.99%	94.81%	95.17%	95.68%
Independent	No. Passed	742	855	912	841	798	780	879
	% Passing	89.83%	96.84%	87.17%	92.93%	95.11%	93.08%	95.11%

Note: pass rate declined in 91-92 due to changes in cut-off scores.

Figure 32 contains statistics concerning pass rates on the National Teacher Exam. The apparent drop in pass rates from 1990-91 to 1991-92 is due to changes in state policy which raised the cut-off scores for passing the exam. A total of 2,606 students successfully completed the NTE examinations in 1995-96.

Goal D: By the year 2000, Tennessee will have improved both the quality and quantity of research and public service so that the state is recognized for its superior research and service activities.

Benchmarks:

- 1. Expenditures on research at universities from restricted accounts will reach \$230,000,000 by the year 2000.**

Figure 33: Research Expenditures at Public Universities

	1991-92	1992-93	1993-94	1994-95	1995-96	% Change 1992-1996
Actual Expenditures	\$100,403,000	\$111,455,000	\$117,770,305	\$114,634,650	\$116,494,044	16.03%
Adjusted for Inflation *	\$100,403,000	\$108,946,717	\$113,894,032	\$107,429,658	106,475,343	6.05%

* Adjusted to reflect 1992 constant dollars.

Figure 33 contains data showing growth in research expenditures at public universities. The increase in 1995-96 over 1991-92 was over 16%. These expenditures are from grants and other private sources and do not include money from state appropriations for higher education. However, it should be noted that, after adjusting for inflation, there has been a slight decline in research expenditures in 1995-96 compared to 1994-95.

- 2. Expenditures on public service at universities from restricted accounts will reach \$43,000,000 by the year 2000.**

Figure 34: Public Service Expenditures

	1991-92	1992-93	1993-94	1994-95	1995-96	% Change 1992-1996
Actual Expenditures	\$32,199,826	\$38,539,000	\$40,112,052	\$43,883,695	\$47,115,398	46.32%
Adjusted for Inflation *	\$32,199,826	\$37,671,684	\$38,791,810	\$41,125,527	\$43,063,387	33.74%

* Adjusted to reflect 1992 constant dollars.

Figure 34 shows the growth in public service expenditures. The growth of spending from 1991-92 to 1995-96 has exceeded that of research spending with a growth rate of 46.3%. These expenditures are from grants and other private sources and do not include money from state appropriations for higher education. It should be noted that, after adjusting for inflation, there has been a slight increase in public service expenditures in 1995-96 compared to 1994-95.

Figure 35: Research and Public Service, Independent Institutions

	1991-92	1992-93	1993-94	1994-95	% Change 1992-1995
Research Expenditures	\$78,968,478	\$85,063,402	\$93,793,363	\$95,368,541	20.77%
Public Service Expenditures	\$57,927,161	\$65,467,792	\$76,175,239	\$80,242,287	38.52%

Tennessee's independent colleges and universities play an important part in research and public service. Figure 35 depicts expenditures for research and public service for all independent institutions since 1991-92. The expenditure of research and public service

efforts are not evenly distributed across all institutions in the independent sector; the bulk of the expenditures occur at three institutions: Vanderbilt University, Meharry Medical College, and Southern College of Optometry. Expenditures for 1995-96 were not available due to changes in the IPEDS Finance survey timetable.

Goal E: By the year 2000, Tennessee's higher education institutions will be able to compete for the very best faculty and staff.

Benchmarks:

- 1. By the year 2000, faculty salaries at Tennessee public institutions will be above those of their peers in other states.**

Figure 36 gives 1995-96 salary comparisons with peer institutions. The composition of peer groups underwent a major review and revision in 1994. In this review, 10 peer institutions were selected for these four groups/institutions based on a number of objective criteria. Peer

institutions were limited to the 15 member states of the Southern Regional Education Board (SREB). Average salaries at most public universities are at their peers, and at public two year institutions the average salary is slightly below their peers.

Figure 36: 1995-96 Salary Comparisons

	Average Salary	Peer Average	% of Peer
University of Tennessee, Knoxville	\$54,512	\$57,088	95.48%
University of Memphis	\$49,077	\$52,664	93.18%
All Other Universities	\$44,185	\$44,150	100.07%
All Two-Year Institutions	\$34,925	\$36,119	96.69%

Figure 37: Percentage Comparisons

	% in 1991-92	% in 1992-93	% in 1993-94	% in 1994-95	% in 1995-96
University of Tennessee, Knoxville	90.10%	94.90%	93.82%	98.73%	95.48%
University of Memphis	94.30%	96.44%	92.48%	100.83%	93.18%
All Other Universities	95.80%	100.97%	95.58%	106.27%	100.07%
All Two-Year Institutions	98.50%	98.88%	99.39%	105.55%	96.69%

Figure 37 shows percentage comparisons in faculty salaries since 1991-92. Caution should be exercised in comparing percentages across years due to the changes in the makeup of the peer group composite. The 1995-96 salary averages are based on the peer groups recommended by the Formula Task Force in 1994 and adopted by the Tennessee Higher Education Commission.

Goal F: By the year 2000, Tennessee's higher education institutions will have garnered sufficient resources to achieve the high quality and access envisioned in the goals of Tennessee Challenge 2000.

Benchmarks:

- 1. By the year 2000, Tennessee's public higher education institutions will merit a proportion of state dollars above that currently received.**

Figure 38: State Appropriations for Higher Education

FY 1990	FY 1991	FY 1992	FY 1993	FY 1994	FY 1995	FY 1996
\$707,245,600	\$709,434,000	\$676,442,900	\$758,406,200	\$825,932,300	\$880,032,200	\$904,276,979

Tennessee's public higher education institutions have always worked assiduously to merit the confidence placed in them by the citizens of Tennessee and their elected representatives. An example of Tennessee's commitment to higher education can be found by examining the changing state appropriation for higher education. Figure 38 is based on the latest available data from the Department of Finance and Administration. Tennessee's General Assembly continues to support higher education. In a national study, Tennessee was found to be second in the nation in the percentage increase in state spending for higher education over the years 1991 and 1992.

Financial Health of Independent Colleges and Universities

The financial health of independent colleges and universities is critical to these institutions' continued contributions to higher education in Tennessee. Figure 40 presents four key financial ratios that are used to evaluate the financial health of higher education institutions. The first of these, the net revenue ratio, is calculated by subtracting the total current expenditures from the total

Figure 39: Key Financial Ratios, Independent Colleges

Year	Net Revenue Ratio	Tuition & Fees Contribution Ratio	Gifts and Grants Ratio	Instructional Cost Ratio
1986-87	1.45%	44.33%	17.18%	30.95%
1987-88	-0.02%	44.95%	15.48%	29.63%
1988-89	2.19%	45.38%	14.80%	28.73%
1989-90	0.15%	45.52%	13.53%	33.11%
1990-91	1.79%	46.17%	13.25%	32.90%
1991-92	1.84%	45.50%	13.17%	33.57%
1992-93	1.07%	46.33%	12.81%	31.75%
1993-94	-0.22%	47.14%	12.05%	32.65%
1994-95	0.76%	48.26%	12.50%	33.34%

current fund revenues and dividing the result by the total current expenditures. A positive ratio of one to three percent over a three to five year trend line indicates a strong financial condition. There has been a 1.0% decrease in this ratio over the past five years. Ratios for 1995-96 were not available due to changes in the IPEDS Finance survey timetable.

The second ratio, tuition and fees contribution, is calculated by dividing total tuition and fee revenue by total educational and general expenditures. Ideally, this ratio should decline over the long term as gifts and endowment are developed to contribute to educational and general expenditures. A dramatic rise in this index might signal an over-reliance on tuition revenue to support the institution. Most liberal arts colleges with small

endowments maintain a ratio of between 70 and 80 percent on this index. There has been a 2.1% increase in this ratio over the past five years.

The third ratio, gifts and grants, results from dividing the revenue from private gifts and grants by total educational and general expenditures. Most liberal arts colleges with small endowments range between 10% and 15% on this index. Falling below 10% is a sign of an over-dependency on tuition revenue. The decline in the gifts and grants' ratio in Tennessee is reflective of a decrease in support from private sources at many independent institutions over the last six years. It is likely that this decrease was a result of the downturn in the economy. It is hoped that, with the current improvement in the economy, this trend will reverse in coming years. There has been a 0.7% decrease in this ratio over the past five years.

The fourth ratio, instructional cost, is calculated by dividing the direct expenditures for instruction by total educational and general expenditures. This index reflects an institution's ability to maintain academic quality through its shifting of resources to support the instructional program over a given time period. This should be a relatively stable index. Colleges seeking to strengthen their academic quality should be increasing their instructional cost ratio as time passes. Most liberal arts colleges with small endowments maintain a ratio on this index of 30% to 40%. In Tennessee, more campus resources have been shifted to faculty salaries and instructional materials to continue the institutions' emphasis on teaching. There has been a 0.4% increase in this ratio over the past five years.

A chart detailing the figures used in these calculations is found in Appendix U. Revenue and expenditure figures for 1995-96 were unavailable due to changes in the IPEDS Finance survey timetable.

Declared Enrollment Capacity of Independent Institutions

A survey of independent institutions conducted by the Tennessee Independent Colleges and Universities in Fall 1996 requested campus administrators to estimate their enrollment capacity. The resulting composite figure was 51,166 FTE. Since the total FTE enrollment of independent institutions in Fall 1996 was 44,116, the resulting difference is 7,050 students. A complete listing of the institutional estimates and the supporting data is found in Appendix V. More detailed analysis of this survey must be done since the methods used by institutions to estimate capacity are not consistent. For example, at some institutions, the declared capacity would result in doubling the student-to-faculty ratio and in others the declared capacity would result in a dramatic reduction in the ratio of students to available instructional space.

Of the independent institutions' 25,426 spaces in residence halls available in Fall 1996, 21,815 were in use. This left 3,611 spaces vacant, a vacancy rate of 14.23%.

Student Financial Aid

Tennessee Student Assistance Award Program - Figure 40 is an analysis of the distribution of funds (\$18,750,679) under the Tennessee Student Assistance Award for 1995-96.

Figure 40: Tennessee Student Assistance Awards, 1995-96 *

Category of Institutions	Fall 1995 Undergraduate Enrollment	Number of Awards	% Receiving Awards	% of Total Awards	Total Amount of Awards	% of Total Amount	Average Award
Independent Institutions	40,077	3,614	9.01%	16.61%	\$6,905,211	36.83%	\$1,911
Public Two-Year	77,217	5,561	7.20%	25.56%	1,997,352	10.65%	359
Public Four-Year	92,528	11,496	12.49%	52.84%	9,129,444	48.69%	794
Technology Centers		434		1.99%	39,021	0.21%	\$90
Other		651		2.99%	679,651	3.62%	1,044
Totals	209,822	21,756		100.00%	\$18,750,679		\$862

* As of 11/15/96.

On May 31, 1993, Governor McWherter signed a bill of the General Assembly titled "The Tennessee Student Assistance Awards Restoration Act." The stated purpose of this act was "to restore the value of the Tennessee Student Assistance Award maximum grant to approximate its value in 1981 constant dollars, and to provide financially needy students enrolled at Tennessee independent colleges and universities with a state grant of sufficient size to reduce the impact of institutional price on their higher education enrollment decision." The Act linked the maximum award under TSAA to 50% of the average amount of out-of-state tuition and fees charged by public four year institutions. In May 1995, the General Assembly appropriated \$2.44 million for this purpose in 1995-96. Figure 41 is a study of trends since 1990 in the distribution of TSAA funds. The number of awards for independent institutions in 1995-96 was 3,614. This accounted for 16.6% of the total number of awards. Reference to Figure 40 will show that independent institutions enrolled approximately 18% of total undergraduates in higher education institutions within the state in Fall 1995. Of particular concern is the decline in the percentage of TSAA recipients at independent institutions since 1990-91. Public universities have also experienced a decline in the percentage of the number of awards since 1990-91.

Figure 41: Tennessee Student Assistance Awards, 1990-91 to 1995-96

Category of Institutions	Percentage of Numbers of Awards						% Change 1990-1996
	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	
Independent Institutions	19.1%	18.2%	18.0%	17.5%	16.4%	16.6%	-2.5%
Public Two-Year	19.0%	21.2%	22.1%	24.1%	26.7%	25.6%	6.6%
Public Four-Year	53.4%	55.1%	54.8%	54.4%	52.2%	52.8%	-0.6%
Technology Centers	1.5%	1.3%	1.2%	1.2%	1.6%	2.0%	-0.5%
Other	7.2%	4.2%	3.9%	2.9%	3.1%	3.0%	-4.2%

Category of Institutions	Percentage of Dollar Amount of Awards						% Change 1990-1996
	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	
Independent Institutions	33.2%	33.5%	31.7%	35.9%	38.6%	36.8%	3.6%
Public Two-Year	8.4%	9.2%	9.9%	10.0%	10.9%	10.7%	2.3%
Public Four-Year	47.8%	50.9%	53.0%	50.3%	46.7%	48.7%	0.9%
Technology Centers	0.2%	0.1%	0.1%	0.1%	0.2%	0.2%	0.0%
Other	10.4%	6.3%	5.4%	3.7%	3.7%	3.6%	-6.8%

Ned McWherter Scholars Program - This program encourages academically talented Tennessee high school graduates to attend college in Tennessee. Applicants for the scholarships must have at least a 3.5 cumulative grade point average and be in the top 5% of scores on national college entrance tests. The total award is \$5,000 per year for 1995-96. Of this amount, half comes from state funds and half from the institution that accepts the student. The student must attend college full-time and maintain a 3.2 cumulative grade point average to remain eligible for the award. Figure 42 shows the institutions in which recipients of the grants were enrolled in 1995-96. Approximately 35% of these awards went to students enrolled in independent institutions.

Figure 42: Ned McWherter Scholars Program* (Total of 186 Recipients in 1995-96)

Institution	Number of Students	Institution	Number of Students
Austin Peay State University	2	Rhodes College	8
Belmont University	1	Tennessee Technological University	18
Bryan College	1	Union University	3
Carson-Newman College	3	University of Memphis	10
Christian Brothers University	3	University of the South	3
David Lipscomb University	2	University of Tennessee, Chattanooga	3
East Tennessee State University	2	University of Tennessee, Knoxville	77
Maryville College	2	University of Tennessee, Martin	5
Middle Tennessee State University	3	Vanderbilt University	38
Milligan College	2		

Tennessee Teacher Loan/Scholarship Program - The Teacher Loan/Scholarship Program was authorized by the Comprehensive Education Reform Act of 1984 to encourage outstanding students to enter the teaching profession and to allow existing teachers to retrain in an academic area in which there was a shortage of teachers. Until the current academic year, these forgivable loans were available to Tennessee residents who agreed to teach in the Tennessee public K-12 schools upon graduation. This program is now in phase out, and is currently available only to prior recipients of the awards. The Tennessee

General Assembly appropriated \$330,000 for the program for 1995-96. Figure 43 shows the institutions in which these prospective teachers were enrolled in 1995-96. Approximately 32% of these students were enrolled in independent institutions.

Figure 43: Tennessee Teacher Loan/Scholarship Program (Total of 160 recipients in 1995-96)

Institution	Number of Students	Institution	Number of Students
Austin Peay State University	6	Roane State Community College	1
Belmont University	3	State Technical Institute at Memphis	1
Bethel College	1	Tennessee State University	1
Carson-Newman College	7	Tennessee Technological University	16
Columbia State Comm. College	2	Tennessee Wesleyan College	3
Cumberland University	4	Trevecca Nazarene University	1
David Lipscomb University	3	Tusculum College	1
East Tennessee State University	3	Union University	13
Freed-Hardeman University	1	University of Memphis	12
King College	2	Univ. of Tennessee, Chattanooga	6
Lincoln Memorial University	2	Univ. of Tennessee, Knoxville	39
Maryville College	4	Univ. of Tennessee, Martin	9
Middle Tennessee State University	13	Vanderbilt University	1
Milligan College	1	Volunteer State Community College	1

Minority Teaching Fellows Program - This program was established to encourage talented minority Tennesseans to select teaching as a career choice. The award is \$5,000 per year for 1995-96 and a maximum of \$20,000 over 4 years. Recipients incur an obligation to teach in a Tennessee public school one year for each year of the award. Figure 44 shows the institutions in which these prospective teachers were enrolled in 1995-96. Approximately 10% of these students were enrolled in independent institutions.

Figure 44: Tennessee Minority Teaching Fellows Program (Total of 86 recipients in 1995-96)

Institution	Number of Students	Institution	Number of Students
Austin Peay State University	5	Tennessee State University	12
Carson-Newman College	1	Tusculum College	1
Christian Brothers University	1	Union University	1
Crichton College	1	University of Memphis	18
East Tennessee State University	2	University of the South	1
Lambuth University	1	University of Tennessee, Chattanooga	9
Lee College	1	University of Tennessee, Knoxville	8
LeMoyne-Owen College	1	University of Tennessee, Martin	12
Middle Tennessee State University	11		

Teacher Loan Program for Disadvantaged Areas of Tennessee - This program was authorized by the Tennessee General Assembly as an incentive for outstanding students to enter teaching. Until the current academic year, these forgivable loans were available to a maximum of 20 students who agreed to teach in a public K-12 school located in a

disadvantaged geographic area of the state. This program, now in phase out, is currently available only to renewal applicants. The Tennessee General Assembly appropriated \$30,000 for this program for 1995-96. Figure 45 shows the institutions in which these prospective students were enrolled in 1995-96. Approximately 15% of these students were enrolled in independent institutions.

Figure 45: Teacher Loan Program for Disadvantaged Areas (Total of 20 recipients in 1995-96)

Institution	Number of Students	Institution	Number of Students
Freed-Hardeman University	1	Tennessee State University	2
Lincoln Memorial University	1	Tennessee Technological University	9
Maryville College	1	University of Memphis	1
Middle Tennessee State University	2	University of Tennessee, Knoxville	3

Contract Education Program - Tennessee contracts with independent colleges and universities within the state to provide spaces for Tennessee residents in programs that are needed by the state and which are not available in public institutions. Some of these spaces are provided through the Southern Regional Education Board's Regional Contract-for-Services Program and others are contracted directly with institutions. Figure 46 shows the trends for the schools in Tennessee that participate in the Contract Education Program, the numbers of positions contracted for, and the total amount of contracted services. The total number of positions has declined from 191 in 1994-95 to 178 in 1996-97. Over \$6.2 million has been spent over the past three years for students served by this program.

Figure 46: Contract Education Program

	1994-95		1995-96		1996-97*	
	No. of Students	Total Amount	No. of Students	Total Amount	No. of Students	Total Amount
John A. Gupton College	20	\$36,620	20	\$36,620	20	\$36,620
Maryville College	2	\$4,520	2	\$8,736	2	\$9,434
Meharry Medical College	88	\$1,507,474	83	\$1,457,772	83	\$1,471,012
Southern College of Optometry	73	\$503,700	69	\$493,350	65	\$481,000
Vanderbilt University	8	\$51,752	8	\$52,706	8	\$53,690
Total	191	\$2,154,066	182	\$2,049,404	178	\$2,054,756

Appendices

- A Fall Enrollment
- B Enrollment Trends
- C Graduate and Professional School Enrollment
- D Persistence-to-Graduation by Institution
- E Degrees and Awards: Public Universities
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- T Enrolled Student Survey Results by Category at Public Institutions
- U Key Financial Ratios, Independent Institutions
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- W Percentage of Courses Taught by Various Faculty

Appendix A

Fall 1996 Enrollments

Public Universities	Undergraduate	Graduate & Prof.	Total
Austin Peay State University	7,556	631	8,187
East Tennessee State University	9,160	2,475	11,635
Middle Tennessee State University	15,890	2,034	17,924
Tennessee State University	7,013	1,630	8,643
Tennessee Technological University	7,107	1,066	8,173
University of Memphis	14,298	4,973	19,271
University of Tennessee, Chattanooga	7,021	1,275	8,296
University of Tennessee, Knoxville	18,825	6,709	25,534
University of Tennessee, Martin	5,353	376	5,729
University of Tennessee, Memphis	391	1,701	2,092
Subtotal	92,614	22,870	115,484
Public Two-Year Institutions			
Chattanooga State Technical Community College	9,334		9,334
Cleveland State Community College	3,276		3,276
Columbia State Community College	3,968		3,968
Dyersburg State Community College	2,321		2,321
Jackson State Community College	3,486		3,486
Motlow State Community College	3,160		3,160
Northeast State Technical Community College	3,636		3,636
Nashville State Technical Institute	7,013		7,013
Pellissippi State Technical Community College	7,794		7,794
Roane State Community College	5,670		5,670
Shelby State Community College	5,862		5,862
State Technical Institute at Memphis	10,195		10,195
Volunteer State Community College	6,887		6,887
Walters State Community College	6,028		6,028
Subtotal	78,630		78,630
Grand Total	171,244	22,870	194,114

Fall 1996 Enrollments (continued)

Independent Institutions	Undergraduate	Graduate & Prof.	Total
Aquinas College	415		415
Belmont University	2,553	373	2,926
Bethel College	504	54	558
Bryan College	460		460
Carson-Newman College	2,060	205	2,265
Christian Brothers University	1,564	221	1,785
Crichton College	607		607
Cumberland University	922	140	1,062
David Lipscomb University	2,452	86	2,538
Fisk University	768	44	812
Freed-Hardeman University	1,283	279	1,562
Hiwassee College	431		431
John A. Gupton College	79		79
Johnson Bible College	388	74	462
King College	537		537
Knoxville College	433		433
Lambuth University	1,036		1,036
Lane College	768		768
Lee College	2,638	19	2,657
Lemoyne-Owen College	1,068	7	1,075
Lincoln Memorial University	1,581	422	2,003
Martin Methodist College	532		532
Maryville College	928		928
Meharry Medical College	109	733	842
Memphis College of Art	239	48	287
Milligan College	779	57	836
Rhodes College	1,419	6	1,425
Southern College of Optometry		480	480
Southern Adventist University	1,625		1,625
Tennessee Wesleyan College	738		738
Trevecca Nazarene College	1,114	433	1,547
Tusculum College	1,042	474	1,516
Union University	1,832	146	1,978
University of the South	1,266	80	1,346
Vanderbilt University	5,877	4,376	10,253
Grand Total	40,047	8,757	48,804

Appendix B

Total Headcount Enrollment

Ten-Year Trend

Year	Public Institutions	% of Total	Independent Institutions	% of Total	Total Enrollment
1987	152,671	79.07%	40,423	20.93%	193,094
1988	155,053	78.20%	43,219	21.80%	198,272
1989	166,549	79.09%	44,045	20.91%	210,594
1990	174,416	79.57%	44,795	20.43%	219,211
1991	183,386	80.22%	45,215	19.78%	228,601
1992	191,548	80.91%	45,202	19.09%	236,750
1993	193,342	80.65%	46,392	19.35%	239,734
1994	190,838	79.99%	47,727	20.01%	238,565
1995	192,259	79.82%	48,597	20.18%	240,856
1996	194,114	79.91%	48,804	20.09%	242,918

Headcount Enrollment of Tennessee Residents

1992-1996

Year	Public Institutions	% of Total	Independent Institutions	% of Total	Total Enrollment
1992	172,316	88.39%	22,643	11.61%	194,959
1993	174,316	88.07%	23,613	11.93%	197,929
1994	172,035	87.79%	23,936	12.21%	195,971
1995	174,099	87.74%	24,326	12.26%	198,425
1996	175,540	87.30%	25,536	12.70%	201,076

Appendix C

Graduate and Professional School Enrollment in Public Universities

Area:	1990	1991	1992	1993	1994	1995	1996	% Change 1990-1996
Business	2,036	2,180	2,181	2,304	2,380	2,429	2,496	22.59%
Education	4,191	4,101	4,315	4,627	4,677	4,835	4,991	19.09%
Computer Science & Engineering	1,755	1,782	1,855	1,879	1,854	1,671	1,569	-10.60%
Allied Health and Medical Fields	2,198	2,362	2,586	2,730	2,777	2,795	2,822	28.39%
Law	901	879	870	897	916	945	923	2.44%
Mathematics & Science	1,231	1,267	1,314	1,392	1,463	1,445	1,396	13.40%
All Others	7,145	7,365	7,862	8,343	8,405	8,394	8,673	21.39%
Totals	19,457	19,936	20,983	22,172	22,472	22,514	22,870	17.54%

Appendix D

Persistence to Graduation at Public Institutions

Universities	1989-1995			1990-1996		
	Black	White	Total ¹	Black	White	Total ¹
Austin Peay State University	29.55%	35.54%	34.92%	29.46%	43.06%	40.41%
East Tennessee State University	32.00%	46.22%	45.13%	42.42%	41.85%	41.59%
Middle Tennessee State University	26.58%	42.56%	40.23%	24.37%	42.98%	40.62%
Tennessee State University	31.22%	25.93%	30.85%	33.16%	25.35%	32.69%
Tennessee Technological University	50.00%	51.59%	51.38%	29.82%	48.61%	47.61%
University of Memphis	27.00%	38.41%	36.16%	30.71%	36.71%	35.31%
University of Tennessee, Chattanooga	36.36%	47.64%	46.38%	40.00%	44.26%	44.49%
University of Tennessee, Knoxville	43.72%	60.80%	59.58%	44.64%	59.64%	58.38%
University of Tennessee, Martin	34.48%	48.70%	45.91%	42.29%	44.23%	43.89%
Overall Averages	31.97%	48.99%	46.06%	34.68%	47.61%	45.42%

¹ Totals also include students of other races than White or African-American.

Two-Year Institutions	1989-1995			1990-1996		
	Black	White	Total ¹	Black	White	Total ¹
Chattanooga State Technical Community College	6.52%	26.86%	23.81%	12.00%	26.51%	24.65%
Cleveland State Community College	11.76%	29.02%	27.53%	4.55%	29.80%	28.39%
Columbia State Community College	19.23%	33.83%	32.87%	21.05%	33.99%	32.81%
Dyersburg State Community College	13.51%	24.11%	22.18%	24.44%	27.68%	26.88%
Jackson State Community College	15.85%	34.84%	31.35%	14.29%	37.09%	32.31%
Motlow State Community College	17.65%	33.68%	32.07%	21.62%	33.03%	31.77%
Northeast State Technical Community College	40.00%	37.12%	37.06%	12.50%	28.39%	37.06%
Nashville State Technical Institute	9.72%	26.89%	22.99%	13.28%	28.52%	24.64%
Pellissippi State Technical Community College	19.05%	23.10%	23.03%	7.02%	23.27%	22.15%
Roane State Community College	15.00%	27.63%	27.37%	6.67%	26.43%	25.80%
Shelby State Community College	9.11%	14.29%	11.02%	14.84%	19.25%	17.03%
State Technical Institute at Memphis	17.46%	25.42%	21.86%	18.72%	18.68%	19.19%
Volunteer State Community College	12.82%	24.63%	23.31%	6.25%	22.85%	21.47%
Walters State Community College	11.36%	31.33%	29.94%	18.52%	30.84%	30.20%
Overall Averages	12.90%	28.08%	25.34%	15.34%	27.43%	25.86%

¹ Totals also include students of other races than White or African-American.

Appendix E

Degrees & Awards: Public Universities 1995-1996

Discipline	Certif.	Assoc.	Bach.	Prof.	Mast.	Ed.S.	Doct.	Total
Agriculture			526		57		6	589
Architecture & Related Programs			48		23			71
Area/Ethnic/Cultural Studies			29					29
Marketing Oper./Market & Distribution			45					45
Communications			570		51		6	627
Computer & Information Sciences			174		39		3	216
Education			550		1,482	121	142	2,295
Engineering		3	1,117		347		61	1,528
Foreign Languages & Literature			109		22		2	133
Home Economics			392		43		13	448
Technology Education/Industrial Arts		34						34
Law & Legal Studies	19		3	275				297
English Language & Literature			494		119		16	629
Liberal Arts & Sciences/Gen. Studies		56	123					179
Library (Information) Science					34			34
Biological Science/Life Sciences			542		86		50	678
Mathematics			119		64		9	192
Multi/Interdisciplinary Studies	6		1,052		21			1,079
Parks, Recreation, Leisure, Fitness			355		147		6	508
Philosophy, Religion, Theology			59		9		4	72
Physical Science			266		61		38	365
Psychology			766		138		43	947
Protective Services/Public Affairs		44	706		243		4	997
Social Sciences			1,062		121		30	1,213
Trade & Industrial			129					129
Visual & Performing Arts			649		94		2	745
Health Professions & Related Services	37	305	1,275	416	387		16	2,436
Bus. Mgmt. & Administrative Serv.	9	31	2,481		708		41	3,270
TOTAL	71	473	13,641	691	4,296	121	492	19,785

Note: Includes duplication for double majors

Appendix F

Degrees & Awards: Public Two-Year Institutions 1995-96

Discipline	Certificate	Associate	Total
Agriculture		21	21
Marketing Oper./Market & Distribution	23	16	39
Computer & Information Sciences	5	53	58
Engineering	43	423	466
Home Economics	8	35	43
Technology Education/Industrial Arts		81	81
Law & Legal Studies		97	97
English Language & Literature		4	4
Liberal Arts & Sciences/Gen. Studies		1,868	1,868
Physical Science		56	56
Protective Services/Public Affairs	102	104	206
Trade & Industrial	115	172	287
Visual & Performing Arts	19	88	107
Health Professions & Related Services	510	1,318	1,828
Bus. Mgmt. & Administrative Serv.	236	1,034	1,270
TOTAL	1,061	5,370	6,431

Note: Includes duplication for double majors

Appendix G

Awards: Tennessee Technology Centers 1995-96

Discipline	Certificate	Diploma	Other	Total
Agriculture	10	0	14	24
Business	404	264	4,040	4,708
Consumer, Personal & Misc. Services	76	109	21	206
Engineering	0	0	0	0
Health	373	966	742	2,081
Home Economics	20	12	190	222
Personal & Social Development	0	0	325	325
Public Affairs & Protective Services	0	0	1,761	1,761
Trades & Industrial	1,142	1,062	4,245	6,449
Visual & Performing Arts	5	5	0	10
TOTAL	2,030	2,418	11,338	15,786

Appendix H

Transfers Into Public Universities Fall 1996

Receiving Institutions ---->

Originating Institutions:	APSU	ETSU	MTSU	TSU	TTU	UM	UTC	UTK	UTM	UT Mem	Totals
CSTCC	9	9	23	2	22	7	210	18	5		305
CLSCC		5	15	1	27	2	59	17			126
COSCC	9	2	142	13	16	5	5	9	11		212
DSCC	2		12	2	1	42		3	91	1	154
JSCC	1	5	31	7	11	44	1	8	77	2	187
MSCC	5	4	159	4	37	3	11	12	5	1	241
NSTCC		176	1		13						190
NSTI	22	4	98	71	5	4	1	9	2		216
PSTCC	1	29	15	1	19	7	11	239	3		325
RSCC		18	25		136		9	90	1		279
SSCC	3	1	8	10		315	1	2	12	5	357
STIM			7	7	1	262	1	3	4	7	292
VSCC	28	5	137	113	94	6	3	25	12		423
WSCC	2	157	7	1	13	1	4	105		1	291
From All 2-yr	82	415	680	232	395	698	316	540	223	17	3,598
From Other Public Univ.	55	90	301	80	70	151	100	242	54	49	1,192
From Indep. Coll. & Univ.	19	55	166	44	47	136	71	129	50	7	724
From Out-of State Inst.	844	322	675	218	139	579	257	516	123	22	3,695
Total Trans.	1,000	882	1,822	574	651	1,564	744	1,427	450	95	9,209

Appendix I

Transfers Into Public Two-Year Institutions Fall 1996

Receiving Institutions ---->

Originating Institutions:	CSTCC	CLSCC	COSCC	DSCC	JSCC	MSCC	NSTCC	NSTI	PSTCC	RSCC	SSCC	STIM	VSCC	WSCC	Totals
APSU	5	1	9		5	4		16	2			5	15		62
ETSU	12	1	1				134		20	17		3	2	36	226
MTSU	21	2	81	2	15	27	3	55	14	5	6	5	112		348
TSU	18	1	10	2	7	2		23		1	7	9	27	1	108
TTU	21	2	9	2	3	11	3	9	12	40	1	3	75	3	194
UM	5		3	19	9	1		2	3		98	532	6		678
UTC	211	6	1			2	2		5	5	2	4	1	1	240
UTK	32	4	19	3	5	4	13	5	148	36	3	46	23	21	362
UTM	1		12	58	45	4		9	1	2	10	31	14	1	188
UTMem	2											13			15
From All Univ.	328	17	145	86	89	55	155	119	205	106	127	651	0	63	2,146
From Other Public 2-Yr.	123	40	75	39	55	11	13	61	108	128	75	213	387	36	1,364
From Indep. Coll. & Univ.	91	40	46	12	46	11	19	27	42	31	46	110	84	38	643
From Out-of State Inst.	415	54	189	50	68	50	83	121	183	99	152	657	273	84	2,478
Total Trans.	957	151	455	187	258	127	270	328	538	364	400	1,631	744	221	6,631

Appendix J

Enrollment of African-American Students in Tennessee Public Institutions 1990 through 1996, Fall Headcount Enrollments

	1990	1991	% Change		% Change		% Change		% Change		% Change		% Change
	1990	1991	1992	1991-1992	1993	1992-1993	1994	1993-1994	1995	1994-1995	1996	1995-1996	1990-1996
Universities:													
APSU	1,103	1,482	1,546	4.32%	1,540	-0.39%	1,385	-10.06%	1,370	-1.08%	1,435	4.74%	30.10%
ETSU	373	425	446	4.94%	457	2.47%	496	8.53%	492	-0.81%	501	1.83%	34.32%
MTSU	1,320	1,441	1,636	13.53%	1,843	12.65%	1,711	-7.16%	1,769	3.39%	1,817	2.71%	37.65%
TSU	4,588	4,598	4,778	3.91%	4,894	2.43%	5,208	6.42%	5,563	6.82%	5,904	6.13%	28.68%
TTU	278	276	287	3.99%	295	2.79%	263	-10.85%	218	-17.11%	225	3.21%	-19.06%
UM	3,766	3,719	3,957	6.40%	4,099	3.59%	4,207	2.63%	4,431	5.32%	4,606	3.95%	22.30%
UTC	742	774	830	7.24%	841	1.33%	930	10.58%	1,070	15.05%	1,084	1.31%	46.09%
UTK	1,341	1,370	1,434	4.67%	1,373	-4.25%	1,334	-2.84%	1,274	-4.50%	1,228	-3.61%	-8.43%
UTM	770	811	886	9.25%	865	-2.37%	837	-3.24%	820	-2.03%	798	-2.68%	3.64%
UTMHSC	165	195	203	4.10%	222	9.36%	221	-0.45%	215	-2.71%	239	11.16%	44.85%
Total Univ.	14,446	15,091	16,003	6.04%	16,429	2.66%	16,592	0.99%	17,222	3.80%	17,837	3.57%	23.47%
2-Year:													
CSTCC	843	886	1,029	16.14%	987	-4.08%	1,066	8.00%	1,042	-2.25%	1,252	20.15%	48.52%
CLSCC	148	150	230	53.33%	167	-27.39%	166	-0.60%	180	8.43%	161	-10.56%	8.78%
COSCC	222	240	288	20.00%	273	-5.21%	247	-9.52%	276	11.74%	316	14.49%	42.34%
DSCC	239	272	204	-25.00%	258	26.47%	292	13.18%	284	-2.74%	343	20.77%	43.51%
JSCC	443	480	515	7.29%	521	1.17%	523	0.38%	530	1.34%	586	10.57%	32.28%
MSCC	153	167	177	5.99%	177	0.00%	185	4.52%	183	-1.08%	187	2.19%	22.22%
NSTCC	32	55	44	-20.00%	67	52.27%	81	20.90%	72	-11.11%	76	5.56%	137.50%
NSTI	893	910	925	1.65%	924	-0.11%	1,059	14.61%	1,062	0.28%	1,221	14.97%	36.73%
PSTCC	264	356	388	8.99%	375	-3.35%	410	9.33%	321	-21.71%	437	36.14%	65.53%
RSCC	141	124	170	37.10%	159	-6.47%	155	-2.52%	133	-14.19%	126	-5.26%	-10.64%
SSCC	2,599	3,476	3,829	10.16%	4,128	7.81%	4,026	-2.47%	4,057	0.77%	3,863	-4.78%	48.63%
STIM	2,644	3,245	3,357	3.45%	3,363	0.18%	3,358	-0.15%	3,088	-8.04%	3,118	0.97%	17.93%
VSCC	236	249	348	39.76%	372	6.90%	410	10.22%	453	10.49%	491	8.39%	108.05%
WSCC	138	168	180	7.14%	224	24.44%	193	-13.84%	181	-6.22%	194	7.18%	40.58%
Total 2-Year	8,995	10,778	11,684	8.41%	11,995	2.66%	12,171	1.47%	11,862	-2.54%	12,371	4.29%	37.53%
Grand Total	23,441	25,869	27,687	7.03%	28,424	2.66%	28,763	3.89%	29,084	1.12%	30,208	3.86%	28.87%

Appendix K

ACT COMP Examination Scores

Institution	1993		1994		1995		1996	
	Average	N	Average	N	Average	N	Average	N
APSU	186.1	641	184.3	705	185.2	722	182.3	748
MTSU	186.2	1,603	185.6	1,896	184.0	1,887	183.4	1,836
TSU	173.9	850	174.4	681	173.8	807	174.2	751
UTM	181.0	671	183.6	784	180.9	931	178.7	450*
Total	182.5	3,765	183.1	4,066	181.6	4,347	180.8	3,785

* Number tested in 1995 includes 237 who normally would have been included in the 1996 test group.

College Base Scores

Institution	1993		1994		1995		1996	
	Average	N	Average	N	Average	N	Average	N
ETSU	289.0	1,199	291.0	1,324	294.0	1,215	295.0	1,218
TTU	321.0	1,053	323.0	1,054	317.0	1,060	317.0	1,067
UM	302.0	1,752	308.0	1,666	309.0	1,734	307.0	1,825
UTC	300.0	845	307.0	1,080	312.0	1,041	311.0	1,079
UTK	320.0	636	335.0	290	336.0	516	333.0	518
Average	304.6	5,485	308.0	5,414	310.3	5,566	309.4	5,707

Appendix L

Admissions Data for Public Universities Fall 1996

	Number Applied	Number Accepted	Number Enrolled	Percent Accepted	Number Admitted thru Alternative Admissions	Percent Admitted thru Alternative Admissions (of Number Accepted)
APSU	2,333	1,728	1,078	74.1%	66	3.8%
ETSU	3,664	3,065	1,634	83.7%	139	4.5%
MTSU	5,432	3,764	2,339	69.3%	219	5.8%
TSU	4,813	2,454	1111	51.0%	62	2.5%
TTU	2,293	2,066	1,164	90.1%	145	7.0%
UM	4,570	3,180	1,689	69.6%	41	1.3%
UTC	2,372	1,267	1,027	53.4%	102	8.1%
UTK	8,630	6,438	3692	74.6%	261	4.1%
UTM	1,966	1,683	979	85.6%	135	8.0%
Totals	36,073	25,645	14,713	71.1%	1,170	4.6%

Appendix M

Average Entering ACT Scores at Public Institutions Fall 1996

Universities:	Average ACT Score
Austin Peay State University	20.7
East Tennessee State University	21.4
Middle Tennessee State University	22.0
Tennessee State University	19.1
Tennessee Technological University	22.6
University of Memphis	22.3
University of Tennessee, Chattanooga	21.9
University of Tennessee, Knoxville	23.7
University of Tennessee, Martin	21.1
Two-Year Institutions:	
Chattanooga State Technical Community College	17.9
Cleveland State Community College	19.1
Columbia State Community College	19.1
Dyersburg State Community College	18.1
Jackson State Community College	18.5
Motlow State Community College	18.5
Northeast State Technical Community College	17.9
Nashville State Technical Institute	17.1
Pellissippi State Technical Community College	19.1
Roane State Community College	19.1
Shelby State Community College	16.1
State Technical Institute at Memphis	17.1
Volunteer State Community College	18.3
Walters State Community College	18.5

Appendix N

Percentages of First-Time Freshmen in Remedial or Developmental Courses¹ in Public Institutions

Fall 1994 through Fall 1996

	Freshman Enrollment			% Taking any R&D Course			% Taking only 1 Course			% Taking more than 1 Course		
Universities	1994	1995	1996	1994	1995	1996	1994	1995	1996	1994	1995	1996
APSU	779	928	1,012	52.2	49.1	47.5	33.1	28.7	28.8	19.1	20.5	18.8
ETSU	1,428	1,538	1,560	44.9	44.8	46.4	26.1	26.5	31.2	18.8	18.3	15.3
MTSU	1,886	2,157	2,295	43.6	45.4	42.1	27.0	26.6	27.1	16.6	18.8	15.0
TSU	889	1,087	1,095	60.9	52.9	54.0	25.4	20.1	24.7	35.4	32.8	29.3
TTU	1,239	1,133	1,133	32.4	36.2	33.9	20.9	24.0	21.7	11.5	12.2	12.2
UM	1,777	1,893	1,642	35.7	36.5	36.2	22.8	23.0	23.1	12.9	13.5	13.2
UTC	966	1,095	1,027	34.0	34.8	37.4	29.1	30.8	31.2	4.9	4.0	6.2
UTK	2,848	3,412	3,621	2.9	0.0	3.9	2.9	0.0	3.9	0.0	0.0	0.0
UTM	1,109	1,141	979	38.1	40.1	38.6	29.0	30.8	31.6	9.0	9.3	7.0
University Total	12,921	14,384	14,364	33.1	32.2	32.3	21.0	19.9	21.3	12.1	12.3	11.0
Two-Year Institutions												
CSTCC	1,279	1,089	1,262	82.6	82.5	80.3	27.8	27.5	23.5	54.8	55.0	56.9
CLSCC	495	527	583	71.1	70.8	66.9	33.3	29.6	34.3	37.8	41.2	32.6
COSCC	665	754	767	68.0	67.6	70.0	27.2	28.6	34.0	40.8	39.0	36.0
DSCC	441	433	474	78.7	80.8	78.3	30.4	32.8	35.4	48.3	48.0	42.8
JSCC	529	505	502	78.4	74.5	74.7	35.0	29.9	36.3	43.5	44.6	38.4
MSCC	704	652	750	71.0	73.8	75.5	32.7	35.1	34.7	38.4	38.7	40.8
NSTI	631	538	539	85.1	84.8	84.6	24.6	24.3	25.4	60.5	60.4	59.2
NSTCC	719	683	746	74.1	75.0	74.3	29.3	31.2	32.6	44.8	43.8	41.7
PSTCC	1,299	1,200	1,303	75.9	73.3	71.7	32.6	30.6	27.6	43.3	42.8	44.1
RSCC	773	807	846	76.7	76.0	73.8	37.8	39.5	34.2	38.9	36.4	39.6
SSCC	986	966	912	84.1	83.1	84.4	22.6	22.8	31.7	61.5	60.4	52.7
STIM	1,041	1,012	984	86.5	84.0	84.9	24.0	29.0	35.1	62.4	55.0	49.8
VSCC	1,012	1,050	1,156	71.4	67.2	63.7	25.8	25.9	25.2	45.7	41.3	38.5
WSCC	902	917	885	79.9	81.0	82.0	22.0	22.6	24.0	58.0	58.5	58.1
Two-Year Total	11,476	11,133	11,709	77.9	76.8	75.9	28.4	28.9	30.2	49.5	47.9	45.7
All Institutions	24,397	25,517	26,073	54.2	51.7	51.9	24.5	23.8	25.3	29.7	27.9	26.6

¹ All full-time and part-time freshmen of all ages newly enrolled in Fall semester

Appendix O

Fall 1996 First-time Freshmen, 18 years of age and younger (1996 High School Graduates) Need for Remedial and/or Developmental Coursework

	Total 18 year old Freshmen	No R & D Course Number Percent	Any R & D Course Number Percent	Developmental Only Number Percent	Remedial Only Number Percent	Mix of R & D Number Percent
UNIVERSITIES:						
APSU	500	319 63.80%	181 36.20%	164 32.80%	7 1.40%	10 2.00%
ETSU	994	613 61.67%	381 38.33%	327 32.90%	23 2.31%	31 3.12%
MTSU	1,415	941 66.50%	474 33.50%	423 29.89%	23 1.63%	28 1.98%
TSU	767	408 53.19%	359 46.81%	262 34.16%	19 2.48%	78 10.17%
TTU	728	541 74.31%	187 25.69%	127 17.45%	27 3.71%	33 4.53%
UM	1,065	713 66.95%	352 33.05%	288 27.04%	27 2.54%	37 3.47%
UTC	684	459 67.11%	225 32.89%	225 32.89%	0 0.00%	0 0.00%
UTK	2,495	2,406 96.43%	89 3.57%	89 3.57%	0 0.00%	0 0.00%
UTM	680	448 65.88%	232 34.12%	232 34.12%	0 0.00%	0 0.00%
Univ. Totals	9,328	6,848 73.41%	2,480 26.59%	2,137 22.91%	126 1.35%	217 2.33%
TWO-YEAR:						
CLSCC	269	130 48.33%	139 51.67%	110 40.89%	5 1.86%	24 8.92%
COSCC	364	155 42.58%	209 57.42%	141 38.74%	20 5.49%	48 13.19%
CSTCC	465	147 31.61%	318 68.39%	175 37.63%	16 3.44%	127 27.31%
DSCC	217	64 29.49%	153 70.51%	117 53.92%	8 3.69%	28 12.90%
JSCC	242	88 36.36%	154 63.64%	110 45.45%	13 5.37%	31 12.81%
MSCC	330	130 39.39%	200 60.61%	162 49.09%	11 3.33%	27 8.18%
NSTCC	310	103 33.23%	207 66.77%	152 49.03%	7 2.26%	48 15.48%
NSTI	135	37 27.41%	98 72.59%	44 32.59%	6 4.44%	48 35.56%
PSTCC	571	228 39.93%	343 60.07%	228 39.93%	37 6.48%	78 13.66%
RSCC	397	167 42.07%	230 57.93%	135 34.01%	29 7.30%	66 16.62%
SSCC	306	51 16.67%	255 83.33%	119 38.89%	38 12.42%	98 32.03%
STIM	383	83 21.67%	300 78.33%	166 43.34%	35 9.14%	99 25.85%
VSCC	487	217 44.56%	270 55.44%	147 30.18%	29 5.95%	94 19.30%
WSCC	376	139 36.97%	237 63.03%	110 29.26%	34 9.04%	93 24.73%
Two-Year Totals	4,852	1,739 35.84%	3,113 64.16%	1,916 39.49%	288 5.94%	909 18.73%
Grand Totals	14,180	8,587 60.56%	5,593 39.44%	4,053 28.58%	414 2.92%	1,126 7.94%

Appendix P

Licensure Scores in Public Universities

Institution	Test	1994	Number	1995	Number	1996	Number
APSU	Nursing (BSN)	96.1%	51	97.2%	71	93.3%	60
ETSU	Nursing (AD)	90.4%	73	86.4%	66	81.0%	84
	Nursing (BSN)	92.5%	107	87.2%	133	85.0%	107
	Medical (Step I)	73.8%	65	86.7%	60	91.0%	57
	Medical (Step II)	85.5%	62	80.8%	52	95.0%	55
	Medical (Step III)	--	--	--	--	80.0%	44
MTSU	Medical Technology	100.0%	5	100.0%	6	100.0%	8
	Nursing	90.9%	88	90.4%	73	98.4%	63
TSU	Engineering	19.4%	36	15.9%	69	33.0%	12
	Nursing (AD)	88.5%	130	84.1%	151	89.0%	117
	Nursing (BSN)	90.0%	23	83.3%	54	94.0%	34
	Dental Hygiene	100.0%	17	96.6%	29	91.0%	23
	Medical Technology	50.0%	4	83.0%	6	100.0%	6
TTU	Engineering	74.8%	250	76.5%	251	74.7%	275
	Nursing (BSN)	82.5%	40	93.0%	43	100.0%	41
UM	Engineering	75.9%	58	84.9%	53	66.0%	59
	Law	87.2%	86	81.3%	107	89.0%	119
UTC	Engineering	46.8%	62	62.8%	86	59.0%	61
	Nursing (BSN)	96.9%	33	90.7%	97	91.7%	60
	Physical Therapy*	100.0%	24	100.0%	30	90.0%	30
UTK	Engineering	65.5%	177	70.2%	151	70.8%	89
	Nursing (BSN)	90.0%	101	89.7%	97	89.1%	89
	Architecture*	31.8%	22	32.0%	47	80.4%	51
	Law	89.0%	129	87.7%	131	83.2%	143
	Veterinary Medicine	96.4%	55	96.4%		98.1%	52
UTM	Nursing (BSN)	93.8%	32	100.0%	32	100.0%	28
UTMHC	Nursing (BSN)	91.4%	58	96.0%	47	87.0%	34
	Dentistry	93.1%	62	95.4%	77	95.3%	64
	Pharmacy	100.0%	74	100.0%	65	98.5%	65
	Medical (Step I)	91.1%	157	94.1%	153	93.8%	162
	Medical (Step II)	94.3%	141	97.0%	151	92.2%	153
	Medical (Step III)	91.0%	153	97.1%	138	97.0%	133
	Dental Hygiene	100.0%	30	97.0%	30	100.0%	23
	Medical Technology	94.0%	17	86.0%	22	92.0%	13
	Physical Therapy	100.0%	153	98.3%	59	88.0%	52

* New national testing procedures this year have changed reporting of scores.

Appendix Q

Accredited Programs in Tennessee's Public Universities

The left column under each institution is the number of programs which are eligible for accreditation (does not include exempt programs).
The right column is the number which are accredited.

	APSU		ETSU		MTSU		TSU		TTU		UM		UTC		UTK		UTM		UTMHSC		All	
Allied Health	1	1	3	3			5	5	1	1			1	1	1	1			5	4	17	16
Architecture															1	1					1	1
Art & Design	1	1	2	2	1	0	1	1	1	0	4	4	1	1	4	4					15	13
Biological Sciences			2	2																	2	2
Business	1	0	6	6	14	14	5	5	6	6	14	14	3	3	12	12	7	7			68	67
Chemistry	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1			9	8
Dentistry			2	2			1	1											4	4	7	7
Engineering & Technology			1	1	1	1	5	4	7	7	7	7	1	1	10	10					32	31
Forestry															1	1					1	1
Home Economics			2	2	3	3	1	1	1	0					3	3	1	1			11	10
Interior Design					1	0									1	1					2	1
Journalism/Mass Communications			1	1	1	1					2	2			4	4	1	1			9	9
Law											2	2			1	1					3	3
Library (Information) Science															1	1					1	1
Medicine			1	1														1	1		2	2
Music	1	1	1	1	2	2	1	1			4	4	2	2	2	2	2	2			15	15
Nursing	1	1	2	2	1	1	2	2	1	1	1	1	2	2	2	2	1	1	2	2	15	15
Parks & Recreation					1	1															1	1
Pharmacy																		1	1		1	1
Psychology											2	2			1	1					3	3
Public Affairs & Admin							1	1			1	1									2	2
Public Health & Health Admin.			1	0																	1	0
Rehabilitation Counseling															1	1					1	1
Social Work	1	1	1	1	1	1	1	1			1	1	1	1	2	2	1	1			9	9
Speech/Language/Hearing			1	1							1	1			2	2					4	4
Teacher Education	12	12	16	16	19	19	14	1	13	13	11	11	10	10	27	27	16	16			138	125
Veterinary Medicine															1	1					1	1
Totals	19	18	43	42	46	44	38	23	31	29	51	51	22	22	78	78	30	30	13	12	371	349

Appendix R

Accredited Programs in Tennessee's Public Two-Year Institutions

The left column under each institution is the number of programs which are eligible for accreditation (does not include exempt programs).
The right column is the number which are accredited.

Discipline	CSTCC		CLSCC		COSCC		DSCC		JSCC		MSCC		NSTCC		NSTI		PSTCC		RSCC		SSCC		STIM		VSCC		WSCC		All	
Allied Health	5	5	1	1	3	3			5	5			1	1	1	1			9	9	4	4			6	6	1	1	36	36
Dietetics																					1	1							1	1
Engineer. Tech.	2	2			1	1							2	2	8	8	5	5					9	9			1	1	28	28
Legal Education			1	1													1	1					1	1					3	3
Nursing	1	1	1	1	1	1	1	1	1	1	1	1							1	1	1	1					1	1	9	9
Vet. Science					1	1																							1	1
Totals	8	8	3	3	6	6	1	1	6	6	1	1	3	3	9	9	6	6	10	10	6	6	10	10	6	6	3	3	78	78

Appendix S

Job Placement Rates at Public Two-Year Institutions and Technology Centers 1995-96

Two Year Institutions

Institution	Total Placed	Percent Placed
CSTCC	303	83%
CLSCC	105	95%
COSCC	190	98%
DSCC	73	91%
JSCC	149	94%
MSCC	99	92%
NSTCC	218	91%
NSTI	284	88%
PSTCC	228	94%
RSCC	333	90%
SSCC	199	86%
STIM	580	95%
VSCC	208	95%
WSCC	339	93%
Totals	3,308	92%

Technology Centers

Institution	Total Placed	Percent Placed
Athens	100	93%
Chattanooga	250	95%
Covington	131	97%
Crossville	99	95%
Crump	106	93%
Dickson	136	94%
Elizabethton	123	99%
Harriman	110	98%
Hartsville	37	97%
Hohenwald	82	83%
Jacksboro	102	93%
Jackson	214	97%
Knoxville	337	91%
Livingston	156	92%
McKenzie	66	93%
McMinnville	92	95%
Memphis	477	90%
Morristown	357	95%
Murfreesboro	30	83%
Nashville	287	94%
Newbern	93	97%
Oneida	40	89%
Paris	145	94%
Pulaski	79	93%
Ripley	44	100%
Shelbyville	144	98%
Whiteville	90	73%
Totals	3,927	93%

Appendix T

Alumni Survey Results

Institution	1993-94 Graduates		Category																	
			Satisfaction			Involvement			Personal Develop			Learning			Major (Instr & Adv)			Major (Curriculum)		
	Number Returned	Resp Rate	91-92	93-94	Diff	91-92	93-94	Diff	91-92	93-94	Diff	91-92	93-94	Diff	91-92	93-94	Diff	91-92	93-94	Diff
Universities																				
APSU	325	41.2%	20.8	20.9	0.1	30.7	31.2	0.5	21.3	21.4	0.1	26.7	27.0	0.3	21.9	22.0	0.1	27.8	27.5	-0.2
ETSU	573	45.2%	20.9	20.7	-0.1	29.8	31.0	1.2	21.5	21.5	0.0	25.9	25.8	-0.1	21.2	21.5	0.3	26.8	27.3	0.5
MTSU	827	41.6%	20.2	21.0	0.8	30.4	30.8	0.4	21.2	21.6	0.4	26.4	26.2	-0.2	20.4	21.0	0.7	26.4	27.0	0.7
TSU	198	31.2%	21.2	22.4	1.2	30.3	29.8	-0.6	21.5	25.2	3.6	26.1	33.0	6.9	21.3	23.6	2.3	27.5	30.8	3.3
TTU	413	42.7%	21.5	21.9	0.3	29.6	30.7	1.1	22.5	22.5	0.0	28.4	27.0	-1.4	21.6	22.1	0.6	28.6	28.1	-0.5
UM	807	55.3%	21.4	20.0	-1.3	30.6	30.2	-0.4	22.1	21.3	-0.9	26.9	26.3	-0.6	21.5	20.5	-1.0	27.1	26.4	-0.7
UTC	452	42.9%	20.2	20.2	-0.1	30.6	31.0	0.4	20.9	21.1	0.2	25.8	26.0	0.2	21.2	21.7	0.5	26.4	26.4	0.0
UTK	1,509	43.8%	21.1	21.4	0.3	29.9	31.0	1.2	21.4	21.7	0.3	25.9	26.6	0.7	20.6	21.0	0.4	25.3	25.9	0.6
UTM	269	41.0%	21.3	21.5	0.3	30.4	30.7	0.3	21.9	22.3	0.4	25.9	27.2	1.3	22.2	23.0	0.8	26.8	28.0	1.2
Univ. Norm			20.9	21.0	0.1	30.2	30.8	0.6	21.5	21.8	0.3	26.2	26.7	0.5	21.0	21.4	0.3	26.5	26.9	0.4
Two Year																				
CSTCC	276	52.5%	21.9	22.2	0.3	29.8	30.5	0.6	21.7	22.1	0.4	26.2	26.9	0.6	21.9	22.8	0.9	28.7	29.4	0.8
CLSCC	127	44.3%	20.8	21.5	0.7	28.5	29.2	0.7	20.3	21.7	1.4	24.7	26.5	1.8	20.4	21.5	1.1	26.3	27.1	0.8
COSCC	203	65.1%	22.5	21.9	-0.6	29.8	30.1	0.3	22.5	22.1	-0.4	28.2	27.0	-1.2	22.7	22.0	-0.7	29.7	29.3	-0.4
DSCC	63	50.4%	22.5	21.9	-0.5	29.6	29.3	-0.3	22.7	21.6	-1.1	28.1	27.5	-0.6	22.9	22.0	-0.9	28.5	27.2	-1.3
JSCC	148	53.8%	21.5	21.3	-0.2	29.4	29.2	-0.3	21.5	21.3	-0.1	26.2	26.2	0.1	21.6	22.0	0.5	28.6	28.6	0.0
MSCC	162	58.1%	22.7	22.8	0.1	31.1	31.4	0.3	22.1	22.4	0.3	28.1	28.2	0.1	21.9	22.4	0.5	26.8	27.4	0.6
NSTCC	92	44.7%	22.2	23.1	0.9	30.1	30.4	0.3	22.3	21.9	-0.4	27.4	26.4	-1.0	22.5	23.1	0.6	27.7	28.0	0.3
NSTI	110	42.8%	21.4	21.4	0.0	30.1	29.9	-0.2	22.2	21.5	-0.6	26.6	26.0	-0.6	22.4	21.2	-1.1	29.0	28.2	-0.8
PSTCC	219	51.4%	21.8	22.1	0.3	30.1	30.6	0.5	21.3	21.2	-0.1	26.1	26.7	0.6	21.6	21.9	0.3	27.2	27.0	-0.2
RSCC	226	47.0%	21.8	21.8	0.0	28.7	28.8	0.1	21.4	21.7	0.3	26.2	26.0	-0.2	21.2	21.5	0.3	28.6	28.4	-0.2
SSCC	135	40.4%	21.0	21.3	0.3	27.3	28.8	1.5	21.9	21.9	0.0	25.8	27.1	1.2	21.0	20.2	-0.9	29.4	28.4	-1.0
STIM	228	41.8%	21.0	22.0	1.1	27.8	29.2	1.4	20.6	21.3	0.6	25.0	25.5	0.5	21.6	21.7	0.1	27.4	27.0	-0.4
VSCC	120	51.3%	21.9	22.4	0.5	29.2	29.9	0.7	21.4	21.8	0.4	26.3	27.1	0.8	21.8	21.3	-0.5	28.9	27.8	-1.1
WSCC	228	55.3%	22.3	22.0	-0.2	29.3	29.1	-0.2	21.9	21.6	-0.3	26.8	26.2	-0.6	22.1	21.3	-0.8	28.8	28.8	0.0
Two Yr. Norm			21.7	22.0	0.3	29.2	29.8	0.6	21.6	21.7	0.1	26.3	26.6	0.3	21.8	21.8	0.1	28.3	28.2	-0.1

Appendix U

Key Financial Ratios - Independent Colleges & Universities

Fiscal Year	Reported Total Current Fund Revenues	Tuition and Fees Revenues	Private Gifts, Grants and Contracts	Reported Current Expenditures	Adjusted Total E&G Expenditures	Reported Total E&G Expenditures	Total Instructional Expenditures	Net Revenue Ratio	Tuition & Fees Ratio	Gifts & Grants Ratio	Instruc. Cost Ratio
1986-87	\$751,581,000	\$198,209,000	\$76,820,000	\$740,701,000	\$447,091,000	\$465,776,000	\$138,368,000	1.45%	44.33%	17.18%	30.95%
1987-88	\$840,017,000	\$224,852,000	\$77,456,000	\$840,183,000	\$500,243,000	\$532,268,000	\$148,235,000	-0.02%	44.95%	15.48%	29.63%
1988-89	\$944,232,000	\$252,037,000	\$82,222,000	\$923,517,577	\$555,432,000	\$599,387,000	\$159,592,000	2.19%	45.38%	14.80%	28.73%
1989-90	\$1,033,721,000	\$279,918,000	\$83,236,000	\$1,032,213,000	\$614,992,000	\$663,913,000	\$203,601,833	0.15%	45.52%	13.53%	33.11%
1990-91	\$1,135,906,000	\$308,841,000	\$88,655,000	\$1,115,622,000	\$668,973,000	\$711,983,000	\$220,074,000	1.79%	46.17%	13.25%	32.90%
1991-92	\$1,253,751,665	\$339,944,054	\$98,430,454	\$1,230,636,134	\$747,181,914	\$798,660,589	\$250,861,413	1.84%	45.50%	13.17%	33.57%
1992-93	\$1,306,051,202	\$366,076,199	\$101,200,531	\$1,292,123,350	\$790,065,912	\$798,660,589	\$250,861,413	1.07%	46.33%	12.81%	31.75%
1993-94	\$1,364,971,447	\$394,506,224	\$100,846,452	\$1,367,993,629	\$836,856,815	\$902,760,775	\$273,232,111	-0.22%	47.14%	12.05%	32.65%
1994-95	\$1,438,038,212	\$427,967,742	\$110,865,136	\$1,427,058,586	\$886,734,412	\$935,593,656	\$295,598,790	0.76%	48.26%	12.50%	33.34%

Appendix V

Declared Enrollment Capacity Data for Independent Colleges & Universities, Fall 1996

Institution	Total Headcount	Total FTE	FTE Faculty	Instructional Space (Sq.Ft.)	Ratio of FTE/Faculty	Ratio of Space/FTE	Declared Capacity	Ratio of Capacity/Faculty	Ratio of Space/Capacity	Residence Occupancy	Residence Capacity
Aquinas College	415	300	19	NA	15.79	--	500	26.32	--	0	0
Belmont University	2,926	2,362	241	NA	9.80	--	2,600	10.79	--	1,000	1,100
Bethel College	558	518	39	34,140	13.28	65.91	600	15.38	56.90	295	315
Bryan College	460	478	40	87,200	11.95	182.43	600	15.00	145.33	381	600
Carson-Newman College	2,265	2,105	153	220,000	13.76	104.51	2,275	14.87	96.70	1,080	1,345
Christian Brothers University	1,785	1,409	109	135,000	12.93	95.81	2,200	20.18	61.36	511	511
Crichton College	607	337	29	17,300	11.62	51.34	465	16.03	37.20	20	26
Cumberland University	1,062	878	76	30,000	11.55	34.17	1,500	19.74	20.00	188	250
David Lipscomb University	2,538	2,296	133	364,000	17.26	158.54	2,900	21.80	125.52	1,253	1,558
Fisk University	812	795	71	29,000	11.20	36.48	1,250	17.61	23.20	516	854
Freed-Hardeman University	1,562	1,463	75	64,202	19.51	43.88	1,600	21.33	40.13	924	1,156
Hiwassee College	431	366	26	29,440	14.08	80.44	700	26.92	42.06	192	420
John A. Gupton College	79	71	7	4,200	10.14	59.15	80	11.43	52.50	12	14
Johnson Bible College	462	412	25	31,212	16.48	75.76	500	20.00	62.42	342	500
King College	537	512	43	70,000	11.91	136.72	650	15.12	107.69	375	510
Knoxville College	433	422	60	95,000	7.03	225.12	1,200	20.00	79.17	350	930
Lambuth University	1,036	969	63	53,778	15.38	55.50	1,000	15.87	53.78	642	650
Lane College	768	754	43	191,839	17.53	254.43	1,000	23.26	191.84	494	670
Lee College	2,657	2,553	83	584,190	30.76	228.82	2,600	31.33	224.69	1,135	1,184
Lemoyne-Owen College	1,075	946	57	NA	16.60	--	1,300	22.81	--	100	150
Lincoln Memorial University	2,003	1,352	83	208,107	16.29	153.93	1,400	16.87	148.65	473	450
Martin Methodist College	532	417	33	47,000	12.64	112.71	650	19.70	72.31	180	283
Maryville College	928	853	67	40,977	12.73	48.04	900	13.43	45.53	580	630
Meharry Medical College	842	836	236	50,000	3.54	59.81	850	3.60	58.82	214	214
Memphis College of Art	287	277	25	57,707	11.08	208.33	350	14.00	164.88	27	27
Milligan College	836	882	80	81,038	11.03	91.88	945	11.81	85.75	543	564
Rhodes College	1,425	1,352	119	380,000	11.36	281.07	1,450	12.18	262.07	947	1,048
Southern College of Optometry	480	501	43	35,668	11.65	71.19	488	11.35	73.09	0	0
Southern Adventist University	1,625	1,429	103	359,645	13.87	251.68	1,850	17.96	194.40	1,116	1,163
Tennessee Wesleyan College	738	594	33	55,500	18.00	93.43	720	21.82	77.08	181	336
Trevecca Nazarene University	1,547	1,196	55	163,222	21.75	136.47	1,300	23.64	125.56	533	601
Tusculum College	1,516	1,460	75	102,500	19.47	70.21	1,500	20.00	68.33	282	381
Union University	1,978	1,698	127	67,512	13.37	39.76	1,900	14.96	35.53	1,013	1,021
University of the South	1,346	1,430	126	374,000	11.35	261.54	1,450	11.51	257.93	1,260	1,300
Vanderbilt University	10,253	9,893	1,860	NA	5.32	--	9,893	5.32	--	4,656	4,665
Totals (and averages)	48,804	44,116	4,457	4,063,377	9.90	92.11	51,166	11.48	79.42	21,815	25,426

Appendix V

Appendix W

Percentage of Lower-Division Courses Taught by Various Faculty Fall 1995

	Full-Time Faculty	Part-Time Faculty	Graduate Assistants
Universities			
Austin Peay State University	59.0%	36.3%	0.3%
East Tennessee State University	56.4%	25.7%	12.3%
Middle Tennessee State University	69.2%	20.0%	5.9%
Tennessee State University	71.7%	23.0%	0.0%
Tennessee Technological University	64.1%	15.5%	13.8%
University of Memphis	42.1%	23.0%	29.7%
University of Tennessee, Chattanooga	61.7%	33.5%	0.0%
University of Tennessee, Knoxville	56.0%	11.7%	26.8%
University of Tennessee, Martin	83.9%	11.9%	1.9%
Two Year Institutions			
Chattanooga State Technical Community College	52.9%	39.8%	
Cleveland State Community College	60.1%	36.2%	
Columbia State Community College	72.1%	28.5%	
Dyersburg State Community College	57.2%	42.8%	
Jackson State Community College	63.4%	26.8%	
Motlow State Community College	69.0%	29.9%	
Nashville State Technical Institute	48.7%	43.7%	
Northeast State Technical Community College	56.2%	42.7%	
Pellissippi State Technical Community College	52.6%	45.3%	
Roane State Community College	53.8%	41.4%	
Shelby State Community College	59.6%	33.4%	
State Technical Institute at Memphis	46.0%	45.8%	
Volunteer State Community College	46.2%	44.6%	
Walters State Community College	64.8%	32.1%	

Note: Row totals do not always add to 100% because of courses taught by persons who do not fit into the above categories. These include professional, non-faculty persons such as lab technicians, persons paid from non-instructional and non-academic support accounts, and administrators.